



Autumn

SEPTEMBER 1958

BULLETIN

VOLUME 44 NUMBER 3

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A PUBLICATION OF THE

American Association of University Professors

Gifts to the Academic Freedom Fund

The Jerome Levy Foundation, of New York, has made a grant of "no less than \$5,000 a year" for a five-year period to the Association's Academic Freedom Fund. The Council of the Association has voted acceptance of this generous gift.

A faculty committee at the University of Oklahoma has made a gift of \$1,300 to the Association's Academic Freedom Fund, this sum representing the remaining surplus of an emergency fund raised to defend seven faculty members of Oklahoma State University during a loyalty oath case in 1952. This gift has been made with the consent of the original contributors, who included numerous faculty members, other individuals, and chapters of the Association in Oklahoma and over the country.

At the Annual Meeting in Denver, the sum of \$407.75 was contributed by the Chapter at the University of Wisconsin.

With these substantial gifts the Association, for the first time in its history, is within sight of a much-desired goal—a permanent fund for use in aiding individual teachers or entire faculties in situations where academic freedom is under attack.

Encouraged by the generosity of the Levy Foundation, the donors to the University of Oklahoma fund, and the University of Wisconsin Chapter, the Association is planning to seek other substantial grants and gifts to its Academic Freedom Fund.



A publication of the

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Autumn Issue

VOLUME 44

NUMBER 3

SEPTEMBER 1958

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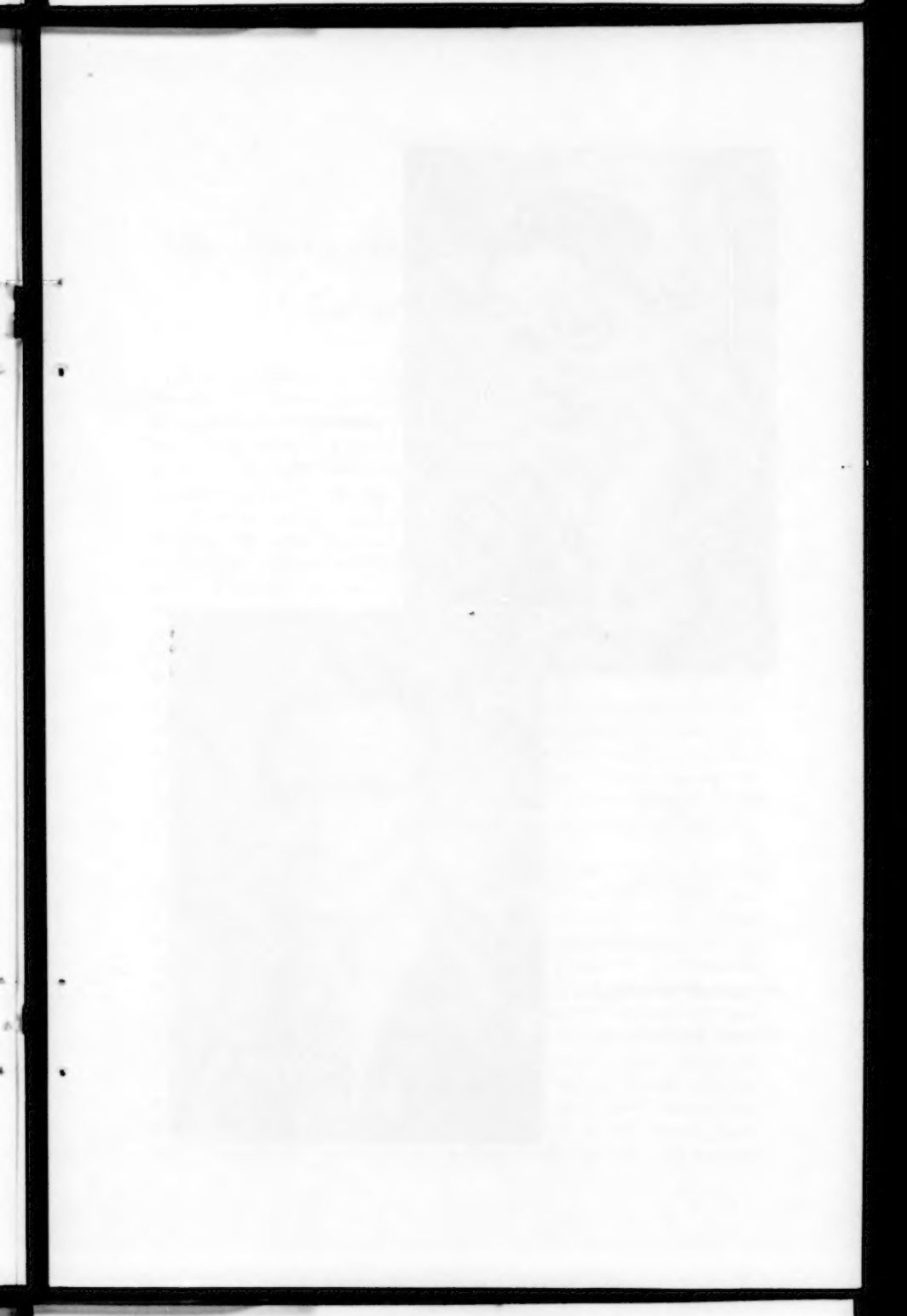
University of Wisconsin

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BENTLEY GLASS

President



WILLIAM P. FIDLER

General Secretary

The Association's New Officers and General Secretary

The election of the Association's new officers for the 1958-1959 biennium, and the appointment by the Council of a new General Secretary to take office on September 1, 1958, were announced in the Summer issue of the *AAUP Bulletin*. It gives me great pleasure to take this further opportunity to introduce these new officers and a new Staff Associate in the Washington Office to the members of the Association.

The Association's new President, Bentley Glass, Professor of Biology at The Johns Hopkins University, is a distinguished scholar and teacher with a long record of able and loyal service in behalf of the Association. Professor Glass was born in Shantung, China, where his parents were missionaries, and he received his early education in that country. He received his A.B. and M.A. degrees from Baylor University in 1926 and 1929, respectively, and his Ph.D. from the University of Texas in 1932. He taught physics and biology in a Texas high school after he received his A.B. Professor Glass became a member of the Association in 1934 at the time he began his active teaching career in higher education as an instructor at Stephens College. He remained at Stephens for four years and then taught at Goucher College for ten years before joining the Johns Hopkins faculty in 1948. Mrs. Glass is also a biologist. The Glasses have a married daughter, and a son who is a student at Oklahoma State University.

Professor Glass was President of the Association's Chapter at Johns Hopkins in 1948-1949, a member of the Council from 1949 to 1951, and a member of the Resolutions Committee at the Thirty-sixth and Thirty-seventh Annual Meetings. In 1955 he was appointed chairman of the Special Committee on Academic Freedom and Tenure in the Quest for National Security, which was created to clear up the academic freedom and tenure cases that had piled up during the decade following the close of World War II. The committee's report was published in the Spring, 1956 issue of the *AAUP Bulletin*, and its introductory section, "Relevant General Principles," was adopted by the Forty-second Annual Meeting as a basic and systematic statement of the Association's stand on academic freedom in a "Cold War" context. This report and the actions based upon it constitute a landmark in the Association's history. As its chief

architect, Bentley Glass rendered the Association a service that has been exceeded in importance by the contribution of no other person in recent years. Upon completion of the special committee's assignment, Professor Glass became chairman of Committee A. The remarkable revitalization of that committee during the last two years is in large measure a reflection of the energy and wisdom that he brought to its work. It is clear that, along with George Pope Shannon, Ralph F. Fuchs, William Britton, and Helen C. White, Bentley Glass is one of those who came to the Association's aid when the need was acute, and helped restore it to the position of prestige and influence that it occupies today. It is eminently fitting that Bentley Glass should now round out this remarkable record by serving as the Association's President.

In his own professional field of genetics, Bentley Glass has a long record of outstanding activity and achievement. He has been the Director of the Survey of Biological Abstracting, and is currently President of the Board of Trustees of *Biological Abstracts*. He has also been a member of the Council of the American Association for the Advancement of Science and the Council of the American Genetic Association, a member of the governing board and President of the American Institute of Biological Sciences, and a director of the American Society of Human Genetics and of the American Eugenics Society. He is the author of *Genes and the Man*, co-editor of the *McCollum-Pratt Symposia*, and editor of *Survey of Biological Progress*. He is editor of *The Quarterly Review of Biology*, past editor of *Science* and of *Scientific Monthly*, and currently a member of the board of editors of these two publications.

Professor Glass has found time in a busy academic career for many public service activities. He was a State Department consultant on West Germany in 1950-1951 and an official United States delegate to the International Union of Biological Sciences in 1953 and 1955, and is presently a member of the Advisory Committee for Biology and Medicine of the Atomic Energy Commission and of the National Academy of Sciences Committee on the Genetic Hazards of Atomic Radiation. He was also a member of the Baltimore Board of School Commissioners between 1954 and 1958, and is President of the Maryland Chapter of the American Civil Liberties Union.

Professor Warren Taylor, of Oberlin College, and Glenn R. Morrow, of the University of Pennsylvania, who have become, respectively, First and Second Vice-Presidents, have also long served the Association loyally and ably. Professor Taylor has been a member of the Oberlin College faculty since 1930 and a member of the Association since 1936. He was Chapter Secretary in 1944-1945 and President in 1945-1946, and was a member of the Council from 1950 to 1952. He was a member of the Special Committee, referred to above, and has been a member of Com-

mittee O since 1953 (serving as its chairman since 1955), and of Committee A since 1955. As chairman of Committee O, Professor Taylor helped draft the Association's new Constitution and led the debate in its favor at the Forty-third Annual Meeting, at which it was adopted.

Professor Morrow has been a member of the Association since 1926. He, too, was a member of the Special Committee and has served on Committee A since 1955. He was a member of the Council from 1955 to 1957. His strong sense of fairness and his deep understanding of the academic profession and its principles have made him an invaluable and much-respected member of these groups.

Mr. William P. Fidler, the Association's new General Secretary, came to the Association's Washington Office as a Staff Associate in June, 1956, from the University of Alabama, where he taught American literature and English composition for twenty-six years. His has thus been a promotion "from within the ranks," one eminently earned through a two-year testing period in which Mr. Fidler showed himself to be an indefatigable worker, an able administrator, and a staunch defender of the Association's principles and purposes.

Mr. Fidler was born in Birmingham, Alabama, in 1906. He received his A.B. from the University of Alabama in 1928, his A.M. from Harvard University in 1930, and his Ph.D. from the University of Chicago in 1947. During World War II he served first as Administrative Assistant in the Army Training Programs at the University of Alabama, and later as a Lieutenant Commander in the Navy, with service on an escort-carrier in the Pacific. He is a member of the Modern Language Association and other learned societies. He is the author of *Augusta Evans Wilson: A Biography* (1951), and co-editor of *Contemporary Southern Prose* (1940). He and Mrs. Fidler own a home in Washington at 3831 Calvert Street, N. W. They have a son, David, who is a student at Montgomery Junior College.

It is appropriate to add this personal note about William Fidler: No man with whom I have ever worked has impressed me more favorably, either in personal or in professional terms. Compelled to adhere to my original decision to hold the office of General Secretary on an interim basis only, I take pride in having been able, during my stay in the Washington Office, to recognize Mr. Fidler's talent and promise and in having recommended him for the post he has now assumed. I may add that my immediate predecessor as General Secretary, Professor Ralph F. Fuchs, under whose direction Mr. Fidler began his career in the Washington Office, joined me in recommending Mr. Fidler's appointment as General Secretary. Mr. Fidler also had the enthusiastic backing for the post of the other professional members of the Association's Washington Office staff.

On September 1, Mr. Louis Joughin entered upon the duties of Staff Associate in the Washington Office. Mr. Joughin comes to the Association from the national office of the American Civil Liberties Union, where he has been a member of the Union's professional staff for many years. In 1951 he became the Executive Officer of the Academic Freedom Committee of the ACLU; and in 1954 he was appointed Assistant Director of the ACLU. Mr. Joughin has contributed several articles to the *AAUP Bulletin* on academic freedom subjects. He and Professor Clark Byse of the Harvard University Law School have recently completed a study of "Tenure in American Higher Education: Plans, Practices, and the Law."

Mr. Joughin was born in Montreal, Canada, in 1906. He received his A.B. from Harvard in 1927 and his Ph.D. from the same institution in 1932. He was a member of the Department of English at the University of Texas from 1934 to 1946. He has been a member of the Association since 1936. During his period of association with the American Civil Liberties Union he taught at several institutions in the New York area, including the New School for Social Research, Sarah Lawrence College, and Columbia University. Mr. Joughin is the author, with Professor Edmund M. Morgan of the Harvard Law School, of *The Legacy of Sacco and Vanzetti* (1948), and has been a frequent contributor of articles and reviews to scholarly journals.

Mrs. Joughin also holds a Ph.D. and has been a member of the Association since 1945. She has taught at Hunter College, Brooklyn College, City College, and the Masters School, in Dobbs Ferry, N. Y. Her professional fields of interest are labor economics and modern French history. Three married children make their homes in California, Massachusetts, and Vermont; a young daughter will attend school in Washington.

The Association is exceedingly fortunate to be able to add to its professional staff a man with the wide professional experience and good judgment of Mr. Joughin. He is an able scholar and administrator and brings to his new position an unusual understanding of civil liberty and academic freedom and tenure problems.

Robert K. Carr

July 24, 1958

Report, 1957-1958, by the Retiring General Secretary

It seems neither appropriate nor necessary for me to report to the Association's members at any length at the end of this twelve-month period during which it has been my privilege to serve the Association as its General Secretary. Just a year ago, in the Autumn, 1957 issue of the *AAUP Bulletin*, my predecessor, Professor Ralph F. Fuchs, reported at considerable length, and in a wise and informative manner, on the present state and future promise of the Association. Almost everything Mr. Fuchs said remains pertinent today. In particular, his report continues to provide an admirable blueprint for an expanding and more meaningful Association program. I urge all Association members to reread his challenging statement.

The past year has been largely one of consolidating gains and carrying toward completion plans and enterprises that had their origins in the 1955-1957 period, during which the herculean efforts of Presidents William Britton and Helen White, and members of the Council, the standing committees, and the professional staff in the Washington Office had given the Association new life and purpose. Thus the remarkable reports of Committee A and Committee Z that appeared in the enlarged Spring, 1958 issue of the *AAUP Bulletin* were evidence of the careful planning of activity initiated in 1955 and 1956 in the areas of academic freedom and tenure and the economic status of the academic profession.

Perhaps the most encouraging gain of the past year has been the steady increase in the Association's membership. There was a net gain of nearly one thousand members in 1957, and, at the time of writing, it appears that the net gain for 1958 will be in the neighborhood of two thousand. It should be remembered that in an organization as large as the American Association of University Professors a fairly substantial annual loss of members through death, retirement, changes in occupational status, and similar causes is inevitable. Thus the net increase of 948 members in 1957 was made possible only by a total addition for the year of 4842 new members and reinstatements of old members. In future years it seems probable that we must expect an annual loss from normal, more or less predictable causes of between 5 and 10 per cent of the Association's total membership. Thus it is clear that an intensive, continuing

program for the recruitment of new members is absolutely essential if the Association is to go on growing at a healthy rate. That 1957, and 1958 to date, have produced such substantial membership gains is a remarkable testimonial to the vigorous and intelligent efforts toward this end that have been made at the chapter, conference, and national levels during this period. These efforts must be maintained and even increased in the years ahead. Recent experience demonstrates conclusively that there is no substitute for a carefully planned, vigorous membership drive by the Association's chapter on a campus. The remarkable membership gains during the last year at one hundred and more colleges and universities where such drives have been organized suggests that similar efforts on other campuses would almost certainly produce similar results. The Association's Washington Office remains ready to provide advice and assistance in the planning and implementation of such drives. *But the major initiative and enterprise must come within each chapter.*

A word should be said about the decision of the Council at its Denver meeting in April of this year to raise the annual dues for Active members from \$7.50 to \$8.00 beginning in 1959. (The dues of Associate members are to rise from \$3.00 to \$4.00. This is the first dues increase in this membership class since 1931.) Both the Council and Committee F on Membership and Dues have had the Association's income problem under careful review for some time. A deficit of nearly \$13,000 was incurred in 1957. A comparable deficit has been budgeted for 1958. These deficits represent a calculated risk deliberately run by the Association's officers and Council. In 1956 the Council determined that the Association, as the principal organization representing the entire academic profession of this country, must broaden its program and intensify its efforts on behalf of the welfare of American higher education and the profession. It was confidently expected that, among other things, this would result in a steady growth in the Association's membership and total income. Subsequent experience has demonstrated that this expectation was not an unwarranted one. At the same time, it is now clear that annual dues of \$7.50 for each Active member will not produce the revenues that the Association must have if it is to embark on new activities and strengthen existing services to the degree that all persons responsible for the Association's program agree is desirable. It cannot be repeated too often that the Association's integrity and independence require that the income for its basic activities must come from the members of the academic profession rather than from outside sources. Foundation grants, gifts from friends, and other revenues of an unusual or nonrecurring nature can and will be used to finance special studies and enterprises, but university professors must themselves be willing to provide the means of support for the never-ending efforts, among other things, to define and safeguard proper prin-

ciples of academic freedom and tenure and to promote the economic well-being of the academic profession, if the Association and the profession are to continue to prosper.

The Council's decision to authorize a modest fifty-cent increase in dues for 1959 is a frank stopgap measure. Committee F will continue its long-range studies looking toward the ultimate solution of the Association's need for substantially increased revenues over the period of the next decade. In the meantime the Council does not believe it is desirable in 1959 and thereafter to continue to use the Association's modest reserve to cover deficits such as the one incurred in 1957 and the indicated one in 1958. Neither does the Council believe that the Association should reduce its present activities or expenditures. On the contrary, the Council is of the opinion that certain additional expenditures are absolutely essential in the near future. For example, the system of maintaining membership data and records in the Washington Office must shortly be modernized in the face of the steady increase in membership and of a pressing need to make more intelligent and varied use of these data in serving the needs of the academic profession and of higher education.

The officers and Council of the Association are confident that this obvious need for increased revenues and the modest step now taken to meet it will be recognized and approved by the overwhelming majority of members. At the same time, the Council invites members, chapters, and conferences to give thought to the continuing need for a revised dues structure and to offer suggestions to it and to Committee F. (In this connection see the article, "Membership, Dues, and Related Matters," by Bertram H. Davis in the Summer, 1958 issue of the *AAUP Bulletin*.)

If I can offer any additional thought concerning the Association's present role and future challenge beyond the ideas suggested by Mr. Fuchs a year ago, it is to emphasize the unique character of the American Association of University Professors as *the only national educational organization* in the United States that can claim to represent *teachers and research workers*, as such, without regard to disciplines or types of educational institutions with which they are identified. My experience during this past year in the Association's Washington Office leads me to observe that our Association, alone among educational organizations, has both the will and capacity to represent the college teacher in the debates on the future pattern of American higher education that are now taking place in this country. This is not to question the quality or importance of the contributions that are being made to these discussions by the representatives of other organizations. Many of these other participants in the present policy-planning process are persons of great integrity and wisdom. But the plain fact of the matter is that our Association is virtually the only national organization of general character, public or

private, in the field of higher education, that is not controlled by college administrators. This is not the proper occasion to question whether governmental agencies and private organizations have been wise in turning as extensively as they have to college administrators, or to businessmen, lawyers, politicians—indeed, at times to everyone but the teacher—for aid, advice, and manpower to carry forward their planning and programs in the field of higher education. The fact remains that if the professor is to make the essential contribution to discussions and decisions in national educational councils that he is uniquely qualified to provide, he will have to do it in large measure through the American Association of University Professors. And in the end the college teacher alone will determine whether the Association is to continue to grow in strength, wisdom, and influence.

To put it somewhat differently, no one can deny that the academic profession presently lacks the sense of cohesion, the understanding of purpose and policy, and the organizational means to achieve its goals, that have long characterized the legal and medical professions. In a certain sense this is as it should be. Ours is a diverse profession, one that prizes independence of thought and freedom of action for its individual members. Certainly no one who understands or wishes to preserve the high traditions and noble ideals of our profession seriously urges that the American Association of University Professors seek to copy the more aggressive, self-serving activities which have come to be identified in the public mind with the programs of certain of the organizations that represent other professions. Yet the disinterest, and, at times, even contempt, with which many members of the academic profession have viewed its efforts at professional organization and collective action are an indulgence that teachers and scholars can no longer allow themselves. The individual college teacher of today must develop a greater sense of belonging to a noble and useful *profession* whose age-old tradition of unselfish service to society and man easily matches that of any other profession. Accordingly, if the just material needs and interests of members of the profession are to be met in the near future, and the welfare of American higher education protected and promoted, college teachers must organize, and they must plan and work *together* at every level from the campus to the nation. In this necessary and challenging undertaking, the American Association of University Professors can play an immensely important role. If it does not, it is likely that the role will not be played at all.

Robert K. Carr

August 1, 1958

In Defense of Freedom

By DONALD WILLIAM ROGERS

University of Massachusetts

It is sometimes alleged that Americans are an overly practical and quite materialistic people, whereas Russians, commissars and workers alike, are dominated by doctrines which have many of the idealistic features of popular religion. This is certainly not the case. Russia's policy and propaganda, as well as its political philosophy, is explicitly materialistic—in spite of all, quite ethnocentric and nationalistic, and in form and practice has rather the overtones of a planned commercial venture than of an inspired and idealistic humanitarian dream. Americans, on the contrary, quite readily subscribe to altruistic ventures, international programs, and ideal formulas, and are almost too susceptible to an appeal that bears a resoundingly abstract and self-forgetful banner.

But this misapprehension is the fruit of a significant and possibly crucial seed of truth; namely, that whereas almost any Russian could explain and justify current policy by reference to a substantial, although petrified, philosophic doctrine, Marxism, comprising an explicit metaphysics, a theory of knowledge, philosophical social science, a philosophy of history, and a political program, Americans have been led by the complexity of their past and their cultural diversity, and more especially by their democratic hospitality to diverse opinions, to develop a dislike, or at least suspicion, of any theory whatsoever. Hence, with perhaps literally the "best intentions in the world," we are constantly caught in a state of theoretic undress, embarrassed and confused before the formal correctness of the opposition.

But I leave these matters for today to the diplomats. My point is this: These difficulties on the diplomatic front have their more particular and local but not less important counterparts in our immediate neighborhood. For example, I perhaps should not have been surprised, but I was justifiably disturbed, some months ago, to discover precisely such a theoretic vacuum in the minds of students in a philosophy class. I had proposed in an ethics course, as is my wont, a few problems of practical decision, in order to elicit both a survey of theoretic alternatives and a sense of their practical relevance. In this instance, the cases involved movies recently censored in Amherst, books somehow "unavailable" at

a library, investigations of teachers' political opinions, and the like. Now, I do not expect academically sophisticated answers during the first few days of a philosophy course, but I was distressed to find not even a trace of what I had thought was a widely shared liberal democratic tradition. These students seemed to have lived in an ideological vacuum, or else America was nearer the brink than our most dismal prophets of gloom had dared prophesy, and the American dream become but a pathetic memory. There was in this instance so little inclination to man the barricades of freedom that I felt that, with a bit of rhetoric, a catchy slogan, a few Powers models and some TV time, I would have been able to mold such classes into a Fascist Bund and no one would have noticed the fact.

This, as I say, quite justifiably disturbed me, and I thence proposed to them not only one but a whole battery of theoretic defenses of freedom. The number of these defenses, as well as their diversity, rather than weakening the defense, strengthens it. For the fact that many theories lead in the same direction is not a sign of theoretic chaos, but rather an indication of the strength of a policy that can call on so many kinds of support.

But why do I offer these theories at all? In the *first* place, I defend this venture on the grounds that it satisfies theoretic curiosity alone. This justification is less popular daily, but should not lack response among educated readers. The *desire to know* I take to be one of the prime motives in scholarly pursuits, and needs no other justification.

Secondly, I want to explore with you the several theoretic defenses of freedom because only with such can you be assured of an adequate degree of consistency in your policy. A practical policy, like a surgeon's scalpel, requires the guidance of theory to make it not a destructive weapon but part of the salvation of the race.

But *thirdly*, and this may seem cheap and merely commercial in tone, I don't want you to be caught defenseless when the propaganda is all in the other direction. It would be splendid if our society were such a logical universe of discourse that only well-chosen premises and valid inferences were necessary to carry the field. Unfortunately, the resources of our culture are frequently at the bidding of at worst vicious and at best untutored minds, and we must hence on occasion trust to the honest intentions of our hearts and adopt the enemies' weapons, however distasteful, and send up a counterbarrage of our own. Our ammunition in such a regrettable but practically necessary venture consists of theory, whether derived doctrine or on occasion abstract but not quite established dogma.

Theoretic curiosity, then, as well as the demands of consistency and finally the need for weapons in the support of freedom of inquiry lead us to an outline of the theoretic *defenses of freedom*.

I shall deal briefly with ten such theories. Ten is a fine round

number and one must end an essay somehow. That the number could perhaps be doubled only supports my general thesis.

I

Where freedom of inquiry is threatened, and the obvious arguments are all on the other side, can one defend these freedoms by falling back on the Christian churches (my ignorance leads me to avoid Judaism and others), which have played so important a role in defining the ideology of Western Culture? I should, of course, like to say "Yes" and pass on to other matters. When in doubt seek sanctuary in the nearest cathedral or chapel. Unfortunately, the record is not so neat. The best that history allows is this, as it seems to me: that the Medieval or Roman Catholic church has in recent decades been somewhat better in its practice than in its theory, whereas the Protestants have for three centuries been better in their theory than in their practice. This, perhaps, is small help, but we must find our ammunition where we can. The logical center of the Roman Catholic Church is the doctrine that although the natural and social world is probably quite rational and we are hence justified in following reason in the exploration thereof, no man-made reason can take priority over the doctrines revealed by God. Although probably not even an atheist would deny that moral priority accompanies creative priority and that on a cosmic scale, at least, might makes right, the believer is always constrained to take the interpretation of the will of God on the authority of some man or men. Hence the faithful Catholic, in principle, can trust the deliverances of his own reason only when assured that the Church has not spoken on the other side. This in theory makes his own reason logically redundant, and such a view is not likely to lead to heroic defenses of intellectual freedom. Nevertheless, when, at least, the opposition is anti-clerical and, loosely, anti-Christian, the Church will be found vigorously defending the rights of free men, and in securely democratic countries may be counted on the side of freedom when the lines are drawn. What the believer and the Church must and will do when the Catholic doctrine itself is in control but threatened is not yet altogether clear.

On the contrary, the Protestants have built clearly into the heart of their position the view that the essentially religious dimension of life consists in the individual man's belief regarding his relation to the Divine. "Each man his own priest." One needs no ecclesiastical mediator, or even a logically intellectual judge. Man finds God through an indwelling of the Divine spirit, whose presence is known by an encounter face to face. Neither priest nor professor of logic gains entry here. Each man makes his own terms with God, and any intrusion by personal or civil

power is a presumption by man of what is only God's. This view of the Divine in man has quite clearly been one of the roots of modern democracy, and many have argued that democracy can neither emerge where this is absent nor flourish where this declines.

But Protestants, like other men, can belie their premises. As they have organized, the momentum and practical needs of corporate growth have often led to a subordination of the human to the institutional, and Protestant churches have been all too often arrayed on the side of dogma, oppression, and inquisition, in spite of the logic of the faith. That logic has been a saving grace in large part because, by leading to inner dissonance, it has multiplied the sects, whose diversity forced them, at peril of mutual annihilation, to an agreement to disagree. The Protestant roots of American democracy seem to consist at least as much of a compromise enforced by disagreement as of a freedom entailed by the logic of Protestantism itself.

Institutional religion, then, offers a possible but mixed resource, whether one wishes theory or specific doctrine, for the defense of free inquiry when crisis or the excuse of crisis tends to freeze our fluid freedoms.

Let us look further afield.

II

Common to all the theistic doctrines and traditions of our culture is a notion which should receive more attention than it has, for it not only supports the civil rights now being threatened, but offers a medium of communications between the several religions of the West—the doctrine, namely, of the divinity of man. One need not subscribe to any Romantic glorification of the essentially humane or overlook the profoundly demonic in the constitution of the race to recognize the tremendous gulf between the human and the rest of creation. Ascribe this, if you like, to mysterious mutations of the genes in an unimaginably distant past; man still stands alone in an alien, although not necessarily hostile, universe. It is understandable and even reasonable to ascribe this unique status to the special interest and intervention of a creative God, call the latter metaphor or reality as you will. In any case, perhaps more so when the meaning is quite literal, man shares somehow in the Divine. Any intrusion upon the growth and free expression of such a being is in effect a shackling of God, that circumscribing of the Divine which is the very essence of sin.

III

But one need not be a theist to find in man and nature's frame some ground for respecting man's possible estate. In each of us, whatever our

philosophical or theological beliefs, is a sense of the essential goodness of fulfillment and the wrong somehow of cuttings-off. The death of a child or of a kitten, the cutting down of a tree, all have a poignancy hinging on the abrupt frustration of the real. Fulfillment of nature's possibility is the final good—frustration, the root of evil. The Greek intellectual raised this perhaps primarily aesthetic response to the level of philosophic theory, and all men of the West who vibrate to the rhythm of our Greek inheritance share this view. It is essentially practical, and profoundly so, and we Americans are perhaps better qualified to carry it out than were the Greeks. This notion weaves itself through all the attempts of philosophers to reflect deeply upon the personal and social good. "Find the essential nature of man, and call it the real or natural law," this theory declares. The fulfillment thereof is the essence and definition of the good. Qualify, restrain, or crush those humane potentialities, and you are on the side of Chaos and non-Being. But the distinctive feature of humankind is his curious capacity to multiply and transmit his experience by investigation, thought, and speech. This is the dimension of reality that emerges uniquely in man. To fetter that free spirit is to put a final stop to nature's growth. Better to destroy the universe at once than chain it half-matured.

The churches, the divinity of man, the fulfillment of nature and of nature's law—these may seem not enough. For fourthly, we must ask, what is Man, that we should be so mindful of him?

IV

I am never so assured of the importance of abstract philosophical thought as when I look back over the centuries and see how profoundly certain abstract notions have generated and guided great flowerings of the spirit. Men may randomly respond to the push and pull of circumstance, but their massive movements, as revealed to the eye of the historian, exhibit patterns expressive of ideas and theories essentially philosophic in their genesis and generality. The notion that all reality can be understood as a great machine, the individually real atoms thereof following geometrical laws in their arrangements, is such an idea. And the consequences of this notion, bursting in Western history in the period perhaps mistakenly called the Renaissance, are not yet all drawn out. One feature of this mechanical world-view concerns us here, and it may be simply put.

Western Man since the Renaissance has been convinced that reality exists in parts. The elements of things alone are real, and complexes of any kind, whether molecules, clocks, or nations, are only bundles of atomic reals. The individual man is hence regarded as the social real. No law, or church, or community can add to his substantial existence. He is the

root of Being of which all society is composed. No echo, he, of a social group; no mere pawn of a cosmic game of chess. All that the term "Reality" means is his already, and revolutionary doctrines are thereby implied; namely that man preserves in society all the reality and rights that he owns by nature; that society's rights must be derived from his; that any intrusion on those rights by nations, church, or congressional committee is an imposition of the merely derivative on the fundamentally real, and this is as intolerable as for Job to restrain God. This notion that the individual man is metaphysically real played an important role in the historical and ideological foundation of the democratic faith, and may yet be used as one of the defenses of freedom.

But suppose one takes exception to this view of man, and argues that the whole burden of recent psychology and sociology is that the individual man behaves and can only rightly be understood if we regard him as a phase, a dimension, or a part of a social organism. Suppose that the atomists are wrong, and we must conceive of society on a vast biological analogy, in which the whole takes causal and generative priority over men, who are but the dependent parts thereof? Is freedom of inquiry pointless then?

Not at all. The strength of the liberal tradition here appears most acutely. Supported by the atomic conception of society, it is also supported by the almost completely contrasting organismic conception. For the most prominent feature of an organic treatment of any factual field is the mobility and fluidity of the parts therein described. The most completely devoted advocate of an organic conception of society must defend as strongly as the atomist the need for freedom of inquiry, for this, and the social fluidity that inquiry makes possible, is the very metabolism of a social group.

V

Four defenses of freedom are now before us, and we can begin to deal more briefly with theories and the way they work.

Thus far, our defenses have been metaphysical—i.e., each maintained some general vision of the shape of things entire, and directed attention from the cosmos to man's place and duty in it. Our fifth and sixth defenses have their beginning and ending in the human realm. What they may lose by seeming provincial they may gain by seeming real and testable.

The first of these essentially moral defenses of freedom is intrinsically connected both with certain metaphysical theories and with the eighteenth-century foundations of much of democratic thought; namely the optimistic view of man's nature and his possibilities. This confidence

in man, like most of our larger ideas, had its home in Greece. Although aware that life can be dismal and that men were likely to make it so, the Greek philosopher felt that, because man has a rational soul, he is in principle free to transcend his errant passions and appetites and both conceive the rational good and follow it; and that, moreover, the conceiving of the good will lead to the active desire of it.

This happy theory of man was transmitted, with its theory of reason, directly into the modern world, and practically defined both the theory and the mood of the Enlightenment. The confidence that men, freed from antique oppression and unjust law, could become intelligent citizens of the New World was the heart of the Jeffersonian dream that is at the root of the American tradition.

It is a view no longer easy to hold. For centuries the Christians have been trying to tell us of the demonic, the evil in man, from which we could not escape. We have found that "that which we should have done we have not done." That our creature status makes us less than gods and hence in need of a saving grace is a familiar part of every person's experience. But not until the biologists and psychologists added their message to the Christian have we finally been willing to grant that the rationalistic and ideally optimistic view of man is but a dream, fondly remembered, but giving way before the unlovely light of the day.

But we are not therefore lost. We need not let this partial defeat make us give way. That man is not an angel does not imply that he is a beast. To give up an ideal optimism does not require that we accept a despairing pessimism. Freedom of inquiry does not require a guarantee of Utopia. Hence the new realism regarding the nature of man does not in the least justify handing over our freedoms to a keeper, or giving up our minds because they are not destined to achieve perfection. And when we are inclined to forget how very great man has been and can be, we can remember this: He who bids you restrain your mind and follow his is in the same fix as you!

VI

A second moral defense of freedom of inquiry is easily stated and, I think, quickly carries conviction; namely, that free inquiry is the most efficient way of getting the world's work done. All other arguments aside, it is demonstrable out of American history, at least, that the final success of any social venture is proportional to the freedom with which new ideas receive expression and testing. This is not just a defense of free enterprise, for corporations can become intellectually frozen and yet survive if their competition is frozen too. But technical history, military history, and scientific history is worth recording only to the degree

that new notions and methods have made change possible. The frustration of free inquiry at any level, if successful and totally accomplished, would soon doom every culture to the impressive but terrifying rigidity of ancient Egypt. This possibility is argument enough.

The defense of freedom that appeals to efficiency or social utility, however, directs us to a group of three further defenses, all hinging upon the notion of truth, for ideas increase efficiency only to the extent that they are in some sense true, and surely truth has something to do with inquiry.

VII

The first of these, our seventh defense of freedom, needs no exposition from me. It is the great empirical theory of truth, which some have argued is the one essential of the democratic heritage—the view simply that final truths are to be found not in books or ancient sages, or established by laws or parties, but in the continued compounding and comparing of the experiences of men. The theories that fit the facts of human life can be found only in the experimental living of life, and he who restrains the exploration of the enquiring mind both protects falsehood and prevents the finding of new truth. This bulwark of democracy was raised by many men, but let Locke and Milton celebrate it. Locke wrote, in the essay *Concerning Toleration*:

The business of laws is not to provide for the truth of opinions, but for the safety and security of the commonwealth and of every man's goods and person. And so it ought to be. For the truth certainly would do well enough if she were once left to shift for herself. She seldom has received, and I fear never will receive, much assistance from the power of great men, to whom she is rarely known, and more rarely welcome. She is not taught by laws, nor has she any need of force to procure her entrance into the minds of men. Errors indeed prevail by the assistance of foreign and borrowed helps. But if truth makes not her way into the understanding by her own light, she will be but weaker for any borrowed force violence can add to her.

And in the same vein, John Milton:

Though all the winds of doctrine were let loose to play upon the earth, so truth be in the field, we do injuriously by licensing and prohibiting to misdoubt her strength. Let her and falsehood grapple; who ever knew truth put to the worse in a free and open encounter. For who knows not that truth is strong next to the Almighty; she needs no policies, nor stratagems, nor licensings to make her victorious; these are the shifts and the defenses that error uses against her power.

This is the source of inspiration of one of our own prophets of freedom, Justice Oliver Wendell Holmes, Jr.:

Our constitution is an experiment, as all life is an experiment. Every year, if not every day, we have to wager our salvation upon some prophesy based upon imperfect knowledge. While that experiment is part of our system, I think we should be eternally vigilant against any attempts to check the expression of opinion that we loathe and believe to be fraught with death.

VIII

The next theory in defense of freedom, our number eight, has been developed most fully in the philosophy of John Dewey, and makes explicit certain features of the theory of inquiry and the criteria of truth which, when understood, provide a powerful weapon in the defense of freedom.

The essential feature of all effective thought, Dewey argues, is its experimental character. We are such creatures that we have no pipeline to the absolute. Our only recourse is to propose hypothetical lines of action whose test and validation is found in their experienced fruits. This, of course, is the essential feature of scientific method, for *science* is but the disciplined exercise of our common-sense mode of thought. But vital *religion* too, Dewey adds, consists at its growing edge of a generously exploratory venture among social ideals. Where religion is other than a dry and hollow husk, it will be found to be a community sharing of hypothetical values and testable beliefs. But for *democracy* itself, this is simply the institutionalizing on a massive scale of the social conditions of free inquiry. And real *education*, the fourth member of his tetrarchic argument, is the process of reconstructing experience by free inquiry so that further growth and experience will be possible.

It is impossible, Dewey maintains, to separate the organic interrelations of these four forms of spiritual freedom. Damage or restrain any one, fetter the scientist, coerce religious celebrations, inhibit the free roaming of the searching mind, or freeze the school into a mere transmitter of archaic lore, and society is done. Free inquiry is the prerequisite because the essence of Science, Religion, Education, or Democracy. To defend it is to defend all.

IX

One final aspect of the notion of truth needs mention here, and this is the defense of freedom of inquiry that rests on the notion that there may be no single truths. If, as the Pluralist contends, there are no perspectives from which absolute truth may be seen, then the shutting off of any man's vision may not just delay the final truth, but may annihilate for all time that particular truth's chance of being heard. The death of this

kind of local truth is quite permanent. And I see no *other* truth which may rightly feed upon the bones of this.

X

Now to leave these solid matters, and conclude this survey of the theories that may be mustered in freedom's aid, I mention, briefly but fondly, a view that the reader may find mere anticlimax; namely, I defend the freedom to inquire because it is fun! Yes, the word was "fun." If this seems trivial, it is philosophy and religion that have made it so. Another essay would be needed to apologize for philosophy's crime, and to show how certain assumptions and doctrinal prejudices have made us uneasy in the presence of joy; to free ourselves from part of the soul-sickness to which intellectuals are so vulnerable. For the present, just let us hope that when the lines are drawn and we are needed at the barricades, some at least will go charging forward under the banner of *Liberté, Fraternité, Egalité, and Fun.*

Men have not always been embarrassed by Consummations. Lessing, for example, remarks, "Did the Almighty, holding in His right hand truth, and in His left the search for truth, offer me the one I chose, I should without hesitation choose the search for truth."

Malebranche expresses more succinctly the heart of what I'm here trying to say. "If I held truth captive in my hand, I should open my hand and let it fly, in order that I might again pursue and capture it."

And finally, that great monument from Socrates, "The unexamined life is simply not worth living."

XI

With so many arguments and theories in defense of freedom of inquiry, who can be against it?

The opposition has power to speak for itself, and speaks loudly. In all the clamor of the attack I can find, however, only three lines of argument: that freedom of inquiry is unnecessary because absolute truth is already found; that a civilization in crisis cannot afford the time or energy or waste of unfettered thought; or that man is too inglorious and mean a creature to sustain such high hopes of truth as a justification of the free search requires.

I leave that absolutism which posits a truth divinely given to select men or institutions to those for whom this is a live hypothesis. Of the naturalistic absolutists there seem to be two kinds. If final truth is allegedly accessible to the pure inquiring minds of some, the purity of that rational soul testifies to its independence of the birth, status, and

personal qualities of its possessor, and it hence must be the equal possession of all men. The truth has naught to fear from a testing by such a community of rational spirits. If, on the other hand, the naturalistic absolutist maintains that truth is finally found in experience, then the compositing and sifting of all men's insights in a free market of thought is the condition of the final truth's discovery.

Crisis and the threat of crisis supports the attack on freedom more by fear than by argument, but two arguments seem to undermine this ground. Crises are crises of action, not of thought. In many of the dimensions of human conflict, common action is possible from contrary theoretical commitments. When this is not the case, let us be sure that the propagation of the beliefs we loathe is itself a threat to freedom of soul, else in defense of freedom it is lost.

Lastly, the popular prophets of gloom and doom, it seems to me, reveal the consequences of an almost adolescent idealism. On their discovery that man is not an angel, they plunge into despair over the fragments of the fallen image. A healthy degree of candor and of realistic appraisal of the probabilities of the human venture leads to appreciative joy that humanity, with all its handicaps, achieves so much. The current pessimism regarding the state of man seems largely a delayed sense of shock at the collapse of Romantic extravagances. I should advise the purveyors of despair not to raise their personal and cultural disillusionment to the level of social policy, at peril of putting a stop to that free flowering of thought, inquiry, and disagreement which is the first condition of human progress.

A pamphlet entitled "A Criticism of the Graduate School of Arts and Sciences in Harvard University and Radcliffe College," published in April, 1958, analyzes completed questionnaires returned by 88.6% of the men and 91% of the women who took the Ph.D. degree at the two institutions between 1950 and 1954. Dean F. P. Elder states, in the introduction to the pamphlet: "The questionnaire aimed 'at finding out what is now required in our graduate training here which seems to you needless, what is *not* required which you think ought to be, what factors (outside of military service) contribute to the long time commonly spent between the A.B. and the Ph.D., and what should be done to improve the *quality* of our graduate instruction.'" Copies of the report may be obtained from the Dean of the Graduate School of Arts and Sciences, Harvard University, Cambridge, Massachusetts.

The State University in a Democracy: Reactions to the Proposal by Max Savelle

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The *Bulletin* published last year a thought-provoking article by Max Savelle concerning a plan for the management and control of our state-supported institutions of higher learning.¹ As a faculty member, I could be enthusiastic about the plan presented, in the same way that most physicians could be enthusiastic about a plan that would give the (senior) members of the profession complete control independent of the normal political process over, say, public health operations and the licensing of physicians. Every profession feels strongly that its subject-matter field, the characteristics of its internal organization, and the nature of its administrative problems are *sui generis*. As a person somewhat experienced in the politics of democracy and as a political scientist, however, the article caused me to have grave misgivings.

To review Professor Savelle's proposal, he would establish complete faculty control over a state university by allowing the faculty to elect five of nine members of the board of regents (or whatever it might be called). He would allow a voice for the common citizen through the election of two board members. The president of the university would be a member *ex officio* and the ninth member would be appointed by the governor of the state from the lower house of the legislature. In an undescribed fashion, this last-named body is to be persuaded to assign its board member to one of the coveted spots on the appropriations committee. (At this point, one could begin to raise serious questions as to whether the proposal has been entirely thought through. How practical, for example, is gubernatorial appointment if the governor and the lower house of the legislature are controlled by opposing political parties? It is, furthermore, easy to imagine the type of reception this part of the

¹ Max Savelle, "Democratic Government of the State University: A Proposal," *AAUP Bulletin*, vol. 43 (June, 1957), pp. 323-328.

proposal would receive in the unrepresented *upper* house of the legislature. There are other objections, too, though they are not important for purposes of this article.)

Under the plan, the president of the institution would be selected by the university senate (which, upon examination, turns out to be an elite within an elite), with the regents having only a veto over the name submitted (and this by a super-majority of two-thirds, not by majority rule). The veto could be overridden, in turn, by the university senate. The president, once selected, would be legally responsible to the university senate—not to the regents.

The financing of this autonomous university is not discussed by Professor Savelle. He does not take the next logical step and offer a device to guarantee to the university a fixed appropriation or a stated percentage of state government revenues. The plan, as far as it goes, would, however, as Professor Savelle concludes, divorce the publicly financed state university from the normal processes of democratic policy formulation and democratic accountability. It would take the university "out of politics" and protect it from "popular whims and hysterias."¹

II

This proposal would surely have been applauded by Alexander Hamilton, just as Thomas Jefferson would have recoiled from it. Jefferson, the founder of our first state university, had a thorough understanding of the basic ingredients for any formula of democratic government. His notions on the government of the University of Virginia are worthy of examination. In his original plan, he proposed that a Board of Visitors be chosen by the Board of Public Instruction, which in turn would answer to the public. We find that the Visitors "were to have the control of all the buildings; and they were also to appoint and overlook all officers and agents; select the professors; and draw up rules for the general discipline of the students and regulations for their subsistence."²

More important than the powers of the governing body is the question of the responsibility for the actions of that body and whether or not it must in any way report to the people. While Jefferson's original plan for the board was not adopted, it being more expedient politically to have members named by the governor with the approval of the council, the idea of popular control was preserved.

In connection with democratic responsibility, we find that "Jefferson was most solicitous that the Commonwealth's exclusive proprietorship in [the University] should be patent at every turn; and this could only have

¹ *Ibid.*, p. 328.

² P. A. Bruce. *History of the University of Virginia: the Lengthened Shadow of One Man* (1920), vol. 1, pp. 77-78.

been brought out most clearly by imposing all the responsibility of its general government on one board, and making that board answerable to the state. The complete subordination of the faculty's position is fully described in the three great administrative duties of its members as a body: (1) they enforced the ordinances of the Visitors; (2) they recommended such changes in these ordinances as their experience and observations suggested as advisable; and (3) they adopted, with the board's approval and consent, such by-laws as would enable them to carry out more successfully the purposes which the fundamental laws had in view."¹

Jefferson, like many a faculty member of his time and this, was suspicious of the career administrator, and he supported the idea of a Chairman of the Faculty on an annual rotation basis to act as chief administrative officer, although this idea was not a part of his original scheme. It is probably significant, however, that, small as the school was in the early nineteenth century, the Visitors almost at once recognized the need for persons with administrative ability and with responsibility to them, rather than to the faculty.²

To say that the first state university was organized in this fashion is not to say that this is the only proper form, of course. We must recognize, however, that the principles of democracy have not changed since Jefferson's time and that it is just as important today that public institutions be responsible to the public as it was when Jefferson laid out the ground rules for the University of Virginia.

III

Underlying Professor Savelle's plan run two implicit assumptions: first, that the president cannot possibly have "the expansion and dissemination of learning" as his principal goal in the operation of the institution; and secondly, that the university faculty is an elite group which, though dependent upon the public for financial support, should be responsible not to the public, but only to itself.

As to the first point, it must be recognized that baiting the top administration of the university is a time-honored academic practice which, though often naive and visceral in character, no doubt serves a useful purpose in keeping the administration on its collective toes and aware of both internal university problems and the level of faculty morale. But it is also likely that many faculty members have little or no understanding of the administrative process or of the complexities of operating a large modern university (as contrasted with the simple problem of coordinating

¹ *Ibid.*, vol. II, pp. 46-47.

² *Ibid.*, vol. II, p. 49.

the handful of scholars and students who made up the medieval university of romantic memory).

The state university president, if he is worthy of his job, does, of course, have "the expansion and dissemination of learning" as the principal goal, but he is generally more sharply aware than is the typical faculty member of the importance of preserving and expanding the institution by placating those legislators who prove to be myopic on matters of higher education; of the practical necessity of, on occasion, placing the wider interests of the institution as a collective whole above that of a single individual (this is an administrative problem that exists in all types of social organizations); of a good public relations program, on the assumption that a taxpayer-supported institution cannot survive if it is not well perceived by the generality and that this must often, of necessity, be the first criterion in judging any situation that arises within the university.

Along with Professor Savelle, all of us in academia have felt blind rage upon reading of the cowardice of a weak president faced with the attack of a self-aggrandizing legislator or congressman. We are well aware of the outrages committed about 1944 against the University of Texas by its own politically oriented board of regents (and despite, by the way, the best efforts of a brave president).¹ Yet we also know that Louisiana State University enjoyed a maximum of academic freedom under one of the most notorious of demagogues, Huey Long.² We are aware that, especially as a reaction to the insecurities created by the "cold war," academic freedom, as defined in the 1940 Statement of Principles, is violated not infrequently by university administrations, and that a "censured" list appears in each issue of the *AAUP Bulletin*.

But human failure or ignorance on the part of an individual university administration does not offer proof of the often implied contention that a faculty wishes to develop a university and a president wishes to destroy it. The tendency of the occasional demagogue on the political scene to turn toward academia as a hunting ground does not support the argument that a president responsible to the institutions of representative government creates a situation incompatible with the pursuit of scholarship within the university. The proud tradition of individual autonomy for each faculty member in his search for knowledge should not make us blind to the fact, hard as it may be to accept it, that professional administration has become absolutely necessary in the operation of a university whose faculty is now larger than was the entire student body of the university in medieval days, or even in the nineteenth century.

¹ See S. S. McKay, *Texas and the Fair Deal* (1954), pp. 47-55.

² A. P. Sindler, *Huey Long's Louisiana* (1956), p. 104.

IV

As to the concept of a privileged elite, Professor Savelle can scarcely be said to have implied his basic assumption: he states it openly: "In its [the university faculty's] collective wisdom, it knows far better than society or its political leaders how its function is best to be performed. It must be secure in the freedom to decide its own policies, to lay out its own program, to invite whomever it will, and to experiment and explore in the realms of truth and knowledge without outside restraint."¹

Possibly this is so. Certainly each profession in our society thinks that it should be given freedom "to decide its own policies." Without doubt each profession should have a right to strike back at those who would destroy it and—so long as it serves a useful social function—each profession should be allowed to protect its own interest as against other interests, short of establishing for itself a monopoly of control, which is always potentially incompatible with the larger interests of society as a whole. It is also true that Professor Savelle expresses a value judgment in the above quotation, which is his privilege. Yet, the statement is incompatible with the concept of democracy, which rejects self-perpetuating bureaucracies of every kind, and which holds that those who spend the public's money must be held accountable to the public.

It is true that many of the famed universities of Europe in centuries now forever gone were controlled by an elite which answered only to itself. But this system was quite in keeping with a non-democratic society. Furthermore, the small, ill-paid, ill-clothed, and ill-housed faculty of that day had its expenses paid, not by the general public, but by the church, or by a small elite, the aristocracy, whose sons were very nearly the only ones to benefit from a university education in those days.

In contemporary America, in sharp contrast, it is not a small elite that pays the cost of higher education; it is practically every citizen. It is not the tiny handful from the aristocracy who are permitted a university education; it is a substantial part of the annual crop of high school graduates in an era of mass education. Whether we like the leveling effect of mass education or not, we must recognize the need, as does society at large, for extensive education beyond the high school. Our state universities have never been a part of the elite tradition, as are the oldest of our Eastern colleges. Given the manpower needs of modern society, they can never become a part of it. The faculty member in a public institution must recognize that he is caught up in the web of democratic government and that, as a result, the traditional independence of the ancient universities or of the Ivy League college is necessarily somewhat modified. This modification we—and the professional administration of the uni-

¹ Savelle, *op. cit.*, p. 324.

versity—can accept without knuckling under before every simpleton who is in a position to make irresponsible attacks upon our schools.

V

The argument here presented is not in defense of the incompetent administrator, or of the board of control that lets itself be dominated by the president on the one hand or the irresponsible demagogue on the other. It is not in defense of cowardly behavior by a university president in the face of an attack upon his institution. It is not that incompetent deans or presidents have not been appointed in the past or will not be in the future. It is not held that university presidents do, in fact, consult with the faculty as often or on as many matters as would be justifiable or desirable for the maintenance of high morale and effective scholarship. But practically all experienced administrators would agree that a university president *never* "flouts the collective wisdom and integrity of the faculty"¹ if he would be a success. The privilege of consultation with the great body of subject-matter specialists within the university is, or certainly should be, one of the president's greatest assets, and he is a fool if he does not use it to the fullest advantage for the benefit of the institution. Certainly the competent president recognizes the legitimacy and importance of such institutional interest groups as the American Association of University Professors, the local chapter of the American Federation of Teachers, and other appropriate professional and trade associations. Certainly the competent president and the understanding faculty member alike recognize that they are the servants—and not the paternalistic masters—of the people by whose sufferance state institutions of higher learning exist. The argument, furthermore, is not for a limitation upon freedom of expression—a freedom that is basic to democracy and surely serves to help protect faculty members in the performance of their duties, but does not apply to them in greater degree than it applies to the editors and politicians who are often their critics. The professor, the editor, and the politician each performs socially useful functions. We may believe in our hearts that one is more important than another; we cannot prove it empirically.

The plea presented here, quite simply, is for a faculty dedicated to the principles of democracy. Let us remember that faith in democracy depends upon a commitment to its long-range morality, not upon abhorrence of its occasional short-range failing. The witch-hunts of 1920–1921 and 1950–1953 may have discouraged the fainthearted in their belief in democracy. But democracy is bigger than the demagogue—or even a spate of them—and can survive his onslaughts, as history has many

¹ *Ibid.*, p. 326.

times demonstrated. Those who hold democracy to be a desirable way of life should not fear the presence of their profession or pet institution as a combatant in the political arena.

It must be added that democratic responsibility for public institutions requires the selection of a chief administrative officer whose accountability to the electorate is reasonably clear. Those of us who choose to join a public university faculty must recognize, albeit we do it reluctantly, the need for professional administration in the gargantuan modern university. Without it, we can be sure that the institution—or our jobs—cannot survive, much less prosper.

Let us as faculty members keep in mind that we are only one public and that we do not own the institution through which we serve society. There are other publics, too, publics that pay the bills and publics that see no moral right ascribed to the faculty to run, without accountability, the multi-million dollar investment made by the public and paid for by virtually every one of its members. Whether or not the masses are asses is irrelevant; that they pay our salaries and provide our clientele is highly relevant. Social controls affect us all; *carte blanche* is given to no one in a democracy. This we must accept just as surely as we accept our position in an ancient and widely respected profession.

Are There Any Questions?

Ah, student sleeping in the second row,
What dreams and fancies dance beneath thy brow?
What half-remembered song? What football game?
What summer day? What acquiescent dame?

While I with fervor fashion from the spheres
A world of order and of peace, what beers
Are drunk by you? Beneath what star, what sky?
What awful truth do you recall? What lie?

Or are you simply sleeping, seeing naught,
Naught hearing? What! no star? no beer? No thought
Of future joy or present sorrow? No?
Nothing? Nothing at all? Nothing? No? No.

We must, we two, sit down some day and weep:
You do not dream—alas, you only sleep.

Ralph Steinhardt, Jr.

The Saint and the Scholar

By WILLIAM VAN O'CONNOR

University of Minnesota

Emeritus Professor Homer Greg was eighty-five, and so far as he or his doctor could tell, he might live to be one hundred and five. He was the despair of the business manager of the University, who, month after month for twenty years, had mailed him a retirement check. The business manager himself was sixty-four, and, although he never allowed himself to say so, his having to make out checks for Professor Greg was a piece of unfinished business that he would like to see settled before he himself retired. The gray-haired woman who stamped the cards at the circulation desk in the library held similar sentiments. Three times a week Professor Greg came in with his green cloth book bag, the kind that had been carried by schoolboys in Boston, and took it away bulging with books. Professor Greg, she knew, was a world-famous scholar, but she couldn't understand why he was not content to rest on his laurels. He had several honorary degrees, and if he lived he probably would get even more. What did he want? He couldn't really hope to learn much more, and certainly there were enough young scholars coming along who should be allowed to carry on. When she put his books on the desk for him she used her professional smile in return for his polite bow. She liked the touch of the cosmopolite in his manner, but she did wish he would retire, really retire.

Graduate students in his field knew him. Sitting in cafeterias that bordered the campus or standing in one of the bookstores, they saw him go by, carrying the bag tightly under his right arm. Sometimes he seemed to skid a little to the left, as old men sometimes do, but generally he moved steadily forward, seeming almost to glide. They knew he lived in a three-story brick house, and that his study was on the third floor. His light was on as late as midnight, and on winter mornings it was on again as early as five o'clock. They knew he was a widower, and that he did his own cooking and his own housework. Occasionally one of the students rang his doorbell late in the afternoon and asked if Professor Greg was free to help him with a research problem on which he was working. Invariably he was invited in and given tea and macaroons, and from some invisible card file in his head Professor Greg listed all of the authori-

ties who might prove useful. The titles could be in German, French, Italian, or Spanish, and might include magazines that were available only through the inter-library loan service. The information was always helpful, but the real reason the students visited him was so they could say they had discussed their project with Professor Greg. It was like saying, "I learned this at the Bodleian," or the British Museum, or the Huntington.

Professor Greg was very thin, and his white skull seemed to be almost visible through the thin layer of skin. In looking at him, one might entertain the fancy that he was a life-like statue. Once a student had said that during his visit with Professor Greg he had somehow felt like posterity itself being able to talk with the living past. He had also said that listening to Professor Greg was like being inland and lying in bed at night listening to the subdued roar of the ocean. This latter remark had reference to the reputation Professor Greg had had as a controversialist. Many years earlier a local reviewer, after interviewing him on the eve of the publication of one of his books, had called him a minotaur who, with his book finished, was wearing his plumed pen gracefully behind his ear. This was a journalistic excess, but it was true that Professor Greg had been a formidable antagonist. He was a gentleman, but where fact or a logical inference was concerned, he insisted on the exact truth.

Professor Greg's former department still drew students on the strength of his reputation. In the Graduate Study Room there was an oil painting of him. The face was stern, and one could not study it without seeing in the eyes and in the set of the face a great devotion to duty. Beneath the portrait was a shelf of Professor Greg's books.

II

There was a departmental squabble behind the painting and hanging of the portrait and setting up the shelf of books. Both the portrait and the books had been there about ten years. The then, and still, chairman, Allen Briggs, was what is sometimes called an administrator rather than a scholar. Briggs was a dapper man, with a neat dark mustache. One would not have been surprised to learn he was a vice-president of a stocks and bonds company. For the public, or in addressing incoming graduate students, he stressed scholarly achievement; but in the in-fighting, some of it done in deadly silence, he was for what he called compromise, by which he meant giving promotions and substantial raises to the undeserving, so that everyone could attend each other's cocktail parties in the most amicable mood. He was a friendly man, and he wanted everyone to be happy and satisfied. Visiting on another campus or at a national meeting, he smilingly acknowledged the eminence of Professor Greg, but when,

ten years earlier, two young assistant professors, admirers of Professor Greg, had suggested a subscription for the portrait and the shelf, he had privately deplored their lack of worldly mindedness.

The two men, John Hall and Charles Ford, were new appointees with brand new Ph.D.'s and with serious plans for their own scholarly achievements. Both men were tall and thin, and both were blond. If a colleague in another department did not know them very well, he might even have mistaken one for the other. During a department meeting, Hall had got up and made a brief but rather passionate speech about Professor Greg, saying he was world-renowned, how proud he was to be teaching a course that Greg had once taught, and how indebted to him everyone in their profession was. He had moved that the members of the department subscribe the necessary funds for a portrait and the shelf. Then he had put his hand through his thin hair and sat down. Ford got up next, made a similar but even briefer speech, seconded the motion, smiled at Hall, and sat down. It was evident they had planned the motion and seconding. A murmur had gone through the twenty-five members of the department, a part of it tense and whispered. Briggs, an old hand at such meetings, sensed a difficult situation. There were full professors present who would not have been full professors if Greg had remained on the staff, and Briggs knew the depth of their dislike and resentment; and they in turn, by innuendo and gesture, had communicated their sentiments to certain younger members of the department. Briggs knew it would not do to allow a discussion, or, above all, a vote. Smiling blandly, he asked Hall and Ford if they would allow him to appoint a committee to study their proposal. His actual words were, "a committee to adjudicate and possibly to implement your proposal." They readily agreed, and Briggs asked for and got a motion for adjournment.

Then there was a meeting of the seven full professors. Again, Briggs was on top of the situation. First, he listened patiently to several reasons why the proposal did not make sense. Slattery, who had written two unsuccessful textbooks and had made no contributions in his own field, said that if a portrait of Greg was hung, then portraits of other retired members should also be hung. Brockberg, a stout and voluble man who lectured to large sophomore groups because he generalized easily and had a dramatic manner, said he had heard of a dissertation done at the University of Chicago which seriously questioned the thesis behind one of Greg's best known books. And Coombs, a dour and melancholy man who got his final promotion on the strength of a book he never managed to finish, said bluntly that it was just a sentimental gesture on the part of two overly earnest young men. After a silence, Dickinson, who had once been a student of Greg, spoke. He said quite wistfully that he wished he had been able to emulate Greg. Then with some acidity he added that there could be no question of denying Greg the

honor. No one else asked to speak. Professor Briggs, after surveying the group, sighed, then breathed in deeply. "Gentlemen," he said, "I agree with Dickinson. Nor would it do if either the administration or the students learned that Professor Greg's former colleagues declined to pay him this homage. I trust that when the matter comes to a vote you will support it."

When the motion was reintroduced, it passed unanimously. Briggs congratulated Messrs. Hall and Ford on their imagination, and he outlined the high points in Greg's career. He said Professor Greg would be pleased to know the department wished to do this for him. When the portrait was finished, Briggs added, he hoped Professor Greg would himself address the staff. Perhaps they could invite a few notables from neighboring institutions to be present for the occasion. When he finished, there was considerable applause. Walking back to his office, Briggs felt mildly elated. Perhaps Hall and Ford had had a good idea after all. Certainly it did the department no harm for the administration and even the public to know they wished to honor one to whom honor was due.

Within several months, the portrait was almost finished. The visiting artist in the Art History Department had been pleased to do it for a nominal fee, for he respected Greg, and he found him a good subject for a portrait. Unfortunately, Mrs. Greg, ill for only two days, suddenly died. She had been a thin, handsome lady, and everyone in the department who had known her, as well as her many friends on campus, was genuinely sorry. But the end of the academic year was getting close, and within a week after her burial, the artist had asked and been granted Greg's permission to continue with the portrait. Within a few days it was finished.

The ceremony was everything that Professor Briggs could have wished. The chancellor, all of the deans, all the members of the department, many from related departments, and eight visiting notables were present, all of them wearing their caps and gowns and brightly lined doctoral hoods. Three photographers were there flashing pictures. There were several speeches. When the portrait was unveiled, a delighted ripple arose from the group, and then there was prolonged clapping. Professor Greg showed the signs of his recent grief. There was still a kind of fire in his dark eyes, but his voice was softer than it had once been, and there was less intensity in his manner. He thanked all of them for this fine gesture toward him, and he explained in some detail why and how the academic life had been full of satisfaction for him. He spoke briefly about his wife. He said she had asked him not to engage in any further controversies in print, and out of deference to her wishes he would not do so, even though—and he smiled—the frustration of not doing so might turn him into an embittered old man. On this note he ended. Tea and punch were served, Professor Greg was congratulated from all sides, and each of his former colleagues left feeling he had seen the end of an era.

III

Professor Greg did not entirely disappear from the consciousness of Slattery, Brockberg, Coombs, or Briggs, but they felt somehow more at ease about him. During one of his lectures, Brockberg found himself telling his sophomores that as cultivated citizens they should know the eminent men their University had produced, and, his tongue faster than his powers of restraint, he included Greg. The following semester he was more careful: his list included no professional scholars.

As the next few years went by, Professors Hall and Ford could be said to have become more knowledgeable. The first gleam of knowledgeability came to Hall. There was a full professorship to be filled, and the names of candidates had been asked for by Briggs. Hall had listed five men nationally known and submitted them to the selection committee, which oddly enough was composed of Slattery, Brockberg, Coombs, Briggs, and a junior dean from the Counselling Bureau. Meeting with the committee, Hall outlined what he saw as original and valid in the contribution each had made, and, as he subsequently realized, it was the special achievement of each, when restated and reinterpreted, that made *his* candidacy unacceptable. In the end, a pleasant and mediocre man, who had not as yet published his findings, was appointed. Hall and Ford discussed this experience over coffee in their offices. During the next summer vacation, Ford sent Hall a long letter, saying he had been reading Shaw's *Saint Joan*. In the epilogue, Shaw had made it clear that the world was pleased enough to have the young lady in legend and in history, but it had no desire to have her or her kind live among them. Ford ended by saying he guessed the saint and the true scholar shared the same fate.

That fall the two of them began seeing more of Professor Greg. Earlier they had been too much in awe of him, but now, somehow, they were both more tolerant of their own limitations and less fearful that Greg would be critical of them. He welcomed them and, as the winter wore on, they often sat together in front of the fireplace in the high ceilinged parlor. Before it was time for them to leave, Greg served them brandy in huge brandy snifters. He was showing his age more, and sometimes he seemed to be looking backward down the years to scenes his younger friends could not quite envision. Sometimes he told them about meetings he had attended in Lausanne or Perugia, or something he had discovered, quite by accident, in the *Bibliothèque Nationale*.

They rarely told him about department politics, but one evening, after a second brandy, Ford found himself saying that at a cocktail party Brockberg had said to him that his friend Greg was, well, without sufficient humor. Ford had thought he could state it less explicitly than that, but halfway through his sentence he realized that Greg already knew what he was going to say. Greg's eyes lit up with a look of disinterested

amusement. Walking down the snowy sidewalk together afterwards, Ford apologized to Hall for his *gaucherie*, and Hall told him not to worry; Greg understood Brockberg better than either of them could hope to do.

IV

The winter, the spring, the summer, and the fall went by, then still other winters and springs and summers. Ford and Hall both began to be aware of the way the years clicked off. New students came, and there were end-of-semester exams. Each of them had married, each had two children, and occasionally on a Sunday afternoon one or the other, family in tow, would walk up to the old three-story brick house and pay Professor Greg a visit. Greg liked children, and their climbing over the old velour sofa or even pushing over a stack of books seemed not to bother him. And he liked to talk with the young wives, who told him about faculty teas, about what the chancellor's wife was quoted as having said to someone, or about the attitude of their neighbors toward the university families. Ford or Hall, or both of them together, continued to stop in for an evening of conversation with Greg. They told him about the articles they were writing, and with his help tried to define the major lines in the book each was working at during the summers. Greg rarely said anything about what he was working on, or even whether he was working toward any specific goal; but Hall and Ford often ran into him in the library, saw him picking up his books and putting them into his green book bag, and students ringing his doorbell frequently had to wait until he came down the three long flights from his study.

Then one morning he was dead. He had come down his porch stairs, green book bag in hand, and fallen slowly onto the sidewalk. When a passing student had reached him he was already dead. It was an ironic season for him to die. Autumn had come, and registration for classes had just begun. There was a large funeral procession, which included the business manager of the university and the gray-haired librarian who worked at the circulation desk, as well as the entire department. Briggs, Ford, and Hall were among the pallbearers. Even after classes had been going for some weeks, Ford and Hall found themselves still depressed. Over coffee they talked about Greg and what he had meant to them. The truth was that his passing had left them feeling isolated and, as Hall said, somehow suddenly middle-aged. Each allowed himself a few jibes at those of Greg's colleagues who had not properly appreciated him.

During the third week in October, Briggs left messages in both of their letterboxes, requesting that they come to see him at eleven o'clock. They entered his office together, and he motioned for them to sit down.

There was a letter on his desk, and he read it through at least twice before speaking to them. Finally he explained that he had received a letter from Greg's lawyer, the executor of his estate. During the past ten years Greg had worked steadily at what might prove to be the outstanding work of his career. It was substantially finished, but would require some editing, and, of course, it would have to be seen through the various stages of publication. The next point was a little more complicated, and he began this more slowly. As they might have expected, Greg had suggested the two of them to do the actual work, but he had also suggested one of the senior professors to act as a kind of supervising chairman. However, it was his own considered opinion that—at which point Hall, unable to restrain himself, asked, "You mean Brockberg?" "As a matter of fact," Briggs responded, "Greg did suggest Brockberg, but as I started to say, it seems much to be preferred that all seven of the full professors constitute themselves a committee to oversee the publication. They won't interfere with either of you, to be sure. No one could object to this arrangement because, after all, it was Greg's valedictory to his profession and to his old department." Briggs paused, then added, "I'm sure you'll agree that there is no reason for Professor Brockberg to learn that Greg had suggested him. After all, . . ." and Briggs gestured with his right hand, as though to say the virtues in his plan were perfectly clear. He thanked them, said he had a meeting to attend right now, but perhaps later in the day they could get together about the matter.

They went down the corridor together silently, and into Ford's office. Hall spoke first. "Imagine Greg singling out Brockberg! I guess he wanted to assure us that he wasn't above playing a little joke."

"Yes, and too bad Brockberg will have to go on without knowing that there was such a joke. But what about this honorary committee stuff? Won't they all feel that Briggs has arranged a shotgun marriage?"

"Maybe at first," Hall answered. "That was my first reaction, but my guess is that it came to Briggs in stages. When he first read the letter from Greg's lawyer, he must have said something like 'Jesus, Lord!,' but on thinking it over he could see there were real advantages. And he can make the others see the light."

"Of course," Ford said. "It has all been properly adjudicated—and now for the implementation."

Both men laughed quietly.

Must the TV Technicians Take Over the Colleges?

By ERNEST EARNEST

Temple University

There is a note of panic in much of the discussion about mounting college enrollments. One might think that the prospect of twice the present college population ten years hence might seem good news to educators who have long deplored the cultural limitations of the American people. Instead, the almost unrelieved gloom of the prophets can only be matched by the prophesies of disaster at the time of the first G. I. Bill following World War II. Then, as now, the educational journals and the public prints were filled with discussions of the shortage of instructors, of the lack of facilities, and the baleful effects of overcrowding.

In this atmosphere of alarm, all sorts of panaceas are being suggested by administrators and foundations. Americans tend to assume that any problem can be solved by a new pill, serum, or ingenious gadget. Thus, closed circuit television for the classroom has been seized upon as the most hopeful solution for the expected shortage of teachers. The Fund for the Advancement of Education has financed experiments with TV at several universities. At least 80 colleges are trying it out.

The danger of educational TV is twofold. On the one hand, it may lead education into unexpected and undesirable channels; on the other, this seemingly easy solution of the teacher shortage may prevent a genuine re-examination of our system of higher education.

I for one believe that our present methods waste trained manpower on the one hand, and on the other provide a lot of poor instruction. Even without the impending deluge of students, the colleges need to overhaul their academic structure and methods. Later on, I shall outline some possible improvements.

II

First, however, let us look at some of the changes in academic organization which are likely to result from any extensive use of closed circuit TV. Too often TV instruction is evaluated merely in terms of the test scores of the guinea-pig students as compared to the scores made by their

fellows in conventional classrooms. If, as seems to be the case in some subjects, the TV students do as well on an examination as those who faced a live instructor, this is taken to prove the success of classroom TV. The alleged value of the meeting of minds does not always show up in the test scores.

Even at this early date, it seems probable that for certain kinds of instruction TV works as well as live teaching. This, of course, may be less a proof of the value of TV than of the failure or misdirection of much conventional teaching. The acquisition of factual knowledge may not be what the student should get in class. Too often the American student uses the classroom as a substitute for study. If the classroom has a function, it is the place for testing ideas and skills, for the interchange of ideas.

Like the conventional lecture system, classroom TV lends itself to the sausage-stuffing concept of education. But perhaps its greatest danger to higher education is not something that can be measured by testing students; the threat lies in its effect upon the professional status of the teacher. It is not difficult to foresee in a faculty the development of a small group of TV "personalities" and a proletariat of section hands and paper graders. To some degree the lecture-quizz section method develops these hierarchies, but TV would intensify the division. On any faculty, the most successful TV performers are not necessarily the ablest scholars. And the less prosperous institutions, having invested large sums to install TV, would find an irresistible temptation to use filmed lectures by skilled performers at other universities.

At first glance, it might seem desirable for students at run-of-the-mill institutions to hear and see on the screen the outstanding classroom performers in the nation. In like fashion, it once seemed as if the motion picture and the radio would bring the outstanding actors and musicians to the general public. But the outstanding actors wound up by playing sentimental or spectacular drivel, and except for a few FM stations, radio music is largely juke box. What passes for a cultural program on TV is a policeman answering questions on Shakespeare or a grandmother demonstrating her knowledge of baseball.

One might argue that universities would keep up the cultural and scholarly level of TV lectures and demonstrations. One may argue about as effectively against Gresham's law that bad money drives out good money. But probably most universities which have introduced courses to teach the techniques of TV can match programs such as one conducted by one head of a Department of Speech and Radio, who put on a funny cap and ran a comedy quiz show for the kids. This same man argued that Milton Berle made a cultural contribution.

III

People who talk about classroom TV tend to overlook the problem of control. Who runs the show? As dozens of books and plays about Hollywood demonstrate, the quality of the movies is determined, not by writers and actors, but by producers, a managerial class not noted for culture, or even literacy. Shakespeare on TV is cut to the size determined by advertisers and program directors.

Well, who would eventually control classroom TV—the professors, or the technical experts in the Audio-Visual Department? Perhaps the question answers itself, but let us look at the way college machinery operates. Obviously, TV courses are adaptable only to large groups. There is no point in using it for a course elected by fifteen or twenty students. As every faculty member knows, there is always administrative pressure to limit the number of courses chosen by few students. This limitation is not always an evil—professors left to themselves would proliferate courses as the French spawn political parties. It is probably not necessary to a sound liberal arts program to offer separate undergraduate courses in Wordsworth and Coleridge. But a course in Greek may be a must, even if only five students enroll.

Today, every college and university worth its salt offers some small, unpopular courses along with the many large required courses—often even more unpopular. How would TV change the picture? First of all, there is a tremendous financial investment. To justify it, the equipment must be used as much of the time as possible. At once the pressure for courses of mass enrollment becomes even more powerful. At present, scholarly Professor Vinson may be able to persuade the administration to let him offer *Chaucer* to twenty-five students in place of *The Modern American Novel* to seventy-five. But what about the Billy Phelps type, who can attract half the student body to his humorous, anecdotal lectures on *The Novel*—meaning of course popular novels? Professorial humor being what it is, the popular lecturer could well use another standard TV device—the laughs supplied on tape.

At present, the showmen in every department are subject to some control by the other members of the department. Most departments require a good proportion of solid, scholarly courses for their majors. But to a considerable extent TV could take control away from scholars and department heads. The most popular hours would almost certainly go to the mass TV courses. So would the better classrooms. In an era when political bosses give serious attention to the TV personalities of aspirants to the Presidency of the United States, it is not too fantastic to imagine candidates for professorships being given screen tests.

Worse still, the “personalities” could use economic arguments to

justify much higher salaries than those paid to less popular professors. With a huge investment in TV equipment, a university could not afford to lose its chief attractions. Again, we need only see how the multi-million dollar investments of the movie makers produced the star system. And what would happen if a departmental chairman was unwilling to promote a TV glamour boy on his staff, but the director of the Audio-Visual department contended that the man was essential? This is another question which answers itself. It all adds up to the fact that college TV would be run not by the scholars, but by the more cynical symbol manipulators.

With classroom TV, one man could easily deliver all the lectures in a large course. In history or political science, for instance, this means that all students would get the subject from a single point of view. Standardization is a fine thing for piston rings, but not for brains. Yet the economic pressure of a large investment in TV equipment might well carry standardization beyond the walls of a single college. If a lecture is piped into a dozen classrooms, why not into a dozen colleges?

The essential fact is that the introduction of the machine into any cultural area always forces the adaptation of the cultural medium to the machine. One of the invariable steps in this process is the shift of control to the technicians and the manipulators. The movies, radio, and commercial TV are only extreme examples. The men running televised political campaigns have learned to play down issues, in favor of "selling a product." Already the professors have learned to design their examinations for scoring on IBM machines. And as every teacher knows, the nature of the examination determines how and what the student will study. The machine has even lowered the quality of cheating. The student no longer copies the date 1066 onto a crib; he makes a note to mark the third pair of lines on question 9.

IV

All this leaves unanswered the question of what to do about the impending flood of students. If not mass lectures or TV, then what? Well, two needs are obvious: more teachers and better teaching. TV or no TV, someone must grade themes, someone conduct quiz sections, someone hold student conferences. Whether or not we must preserve the present faculty-student ratio, there will still be a need for many more teachers.

Some of these are already available. When the flood of veterans appeared after World War II, many former teachers—married women and retired persons—came back to the classroom—frequently on a part-time basis. When the emergency was over, most colleges returned to a reliance on full-time staff members. But this reservoir of qualified people still

III

People who talk about classroom TV tend to overlook the problem of control. Who runs the show? As dozens of books and plays about Hollywood demonstrate, the quality of the movies is determined, not by writers and actors, but by producers, a managerial class not noted for culture, or even literacy. Shakespeare on TV is cut to the size determined by advertisers and program directors.

Well, who would eventually control classroom TV—the professors, or the technical experts in the Audio-Visual Department? Perhaps the question answers itself, but let us look at the way college machinery operates. Obviously, TV courses are adaptable only to large groups. There is no point in using it for a course elected by fifteen or twenty students. As every faculty member knows, there is always administrative pressure to limit the number of courses chosen by few students. This limitation is not always an evil—professors left to themselves would proliferate courses as the French spawn political parties. It is probably not necessary to a sound liberal arts program to offer separate undergraduate courses in Wordsworth and Coleridge. But a course in Greek may be a must, even if only five students enroll.

Today, every college and university worth its salt offers some small, unpopular courses along with the many large required courses—often even more unpopular. How would TV change the picture? First of all, there is a tremendous financial investment. To justify it, the equipment must be used as much of the time as possible. At once the pressure for courses of mass enrollment becomes even more powerful. At present, scholarly Professor Vinson may be able to persuade the administration to let him offer *Chaucer* to twenty-five students in place of *The Modern American Novel* to seventy-five. But what about the Billy Phelps type, who can attract half the student body to his humorous, anecdotal lectures on *The Novel*—meaning of course popular novels? Professorial humor being what it is, the popular lecturer could well use another standard TV device—the laughs supplied on tape.

At present, the showmen in every department are subject to some control by the other members of the department. Most departments require a good proportion of solid, scholarly courses for their majors. But to a considerable extent TV could take control away from scholars and department heads. The most popular hours would almost certainly go to the mass TV courses. So would the better classrooms. In an era when political bosses give serious attention to the TV personalities of aspirants to the Presidency of the United States, it is not too fantastic to imagine candidates for professorships being given screen tests.

Worse still, the “personalities” could use economic arguments to

justify much higher salaries than those paid to less popular professors. With a huge investment in TV equipment, a university could not afford to lose its chief attractions. Again, we need only see how the multi-million dollar investments of the movie makers produced the star system. And what would happen if a departmental chairman was unwilling to promote a TV glamour boy on his staff, but the director of the Audio-Visual department contended that the man was essential? This is another question which answers itself. It all adds up to the fact that college TV would be run not by the scholars, but by the more cynical symbol manipulators.

With classroom TV, one man could easily deliver all the lectures in a large course. In history or political science, for instance, this means that all students would get the subject from a single point of view. Standardization is a fine thing for piston rings, but not for brains. Yet the economic pressure of a large investment in TV equipment might well carry standardization beyond the walls of a single college. If a lecture is piped into a dozen classrooms, why not into a dozen colleges?

The essential fact is that the introduction of the machine into any cultural area always forces the adaptation of the cultural medium to the machine. One of the invariable steps in this process is the shift of control to the technicians and the manipulators. The movies, radio, and commercial TV are only extreme examples. The men running televised political campaigns have learned to play down issues, in favor of "selling a product." Already the professors have learned to design their examinations for scoring on IBM machines. And as every teacher knows, the nature of the examination determines how and what the student will study. The machine has even lowered the quality of cheating. The student no longer copies the date 1066 onto a crib; he makes a note to mark the third pair of lines on question 9.

IV

All this leaves unanswered the question of what to do about the impending flood of students. If not mass lectures or TV, then what? Well, two needs are obvious: more teachers and better teaching. TV or no TV, someone must grade themes, someone conduct quiz sections, someone hold student conferences. Whether or not we must preserve the present faculty-student ratio, there will still be a need for many more teachers.

Some of these are already available. When the flood of veterans appeared after World War II, many former teachers—married women and retired persons—came back to the classroom—frequently on a part-time basis. When the emergency was over, most colleges returned to a reliance on full-time staff members. But this reservoir of qualified people still

exists. It is possible that mandatory retirement of faculty members at 65 or so is motivated to a considerable degree by the desire of administrators to replace top-salary professors with inexpensive younger people. Lawyers, doctors, Senators, and Supreme Court Justices often continue to perform distinguished service long beyond the compulsory retirement age for professors.

Most important of all, the colleges need to develop more efficient uses of manpower. In perhaps no other important civilian activity is there so much waste of professorial training and experience. In most institutions it is taken for granted that faculty members should do a lot of routine chores: taking roll, proctoring examinations, compiling grades, keeping their own files, etc.

At institutions with graduate schools, graduate assistants do some of these chores, but not all of them. Why should Professor X, aged 60, rummage through the card catalogue, fill out slips, and wait in line for books—then three weeks later climb stairs with an armful to return them to the desk? Yet how many faculty members can command the services of an assistant for such chores? Just last fall I asked an elderly professor of physics if he had had a good vacation. No, he said; he had been in the hospital with a hernia acquired while lifting a heavy box of apparatus. It is unlikely that the surgeon who operated on him ever encountered a similar occupational hazard.

Most faculty members need more secretarial help—and better help. Secretarial salaries in colleges are usually so low that office girls are green, poor at shorthand, typing, and filing, and completely incapable of handling routine business on their own. They must consult the professor about files, about minor problems; they cannot be expected to answer routine correspondence. When a departmental secretary becomes expert at these things, she is likely to be translated to the office of a dean or the registrar. Faculty members who are not departmental chairmen usually have little or no secretarial help. They become accustomed to typing their own letters, answering the telephone, delivering messages, and keeping their own files. Even with present low academic salaries, this is high-priced office work. In no other business or profession are people in the upper echelons expected to do the kind of chores most professors take for granted.

The combination of menial labor and low salaries to which most faculty members are condemned helps to explain why so many psychologists and sociologists are whoring on Madison Avenue. This trend to moonlighting among psychologists, social scientists, and communications experts is attracting into the teaching profession a type of faculty member who is not primarily interested in education. A university is simply a good address for their extra-curricular activities. As Vance Packard has shown in *The Hidden Persuaders*, an unholy number are devoting their "scholarship" to preying on the consumer's hidden fears and sex

drives in order to sell beer and cigarettes. Anyone who has tried to get a psychologist to attend a committee meeting on educational problems has discovered how little time the college is getting for its money. Like some labor unions, the colleges might well examine the activities of their highest paid staff.

V

In addition to demanding that faculty members have some interest in education, there are other ways of using man-power more effectively. Experienced faculty members might be thought of less as platform performers than as supervisors of the work of others. Graduate assistants and new instructors need much more guidance than they usually get. The English Department at one large institution found that the grading of a set of mimeographed themes followed by a discussion with experienced staff members was an excellent way of training graduate assistants to grade themes. But the experienced people had to do this on their own time.

This next point is heresy, but it may be that faculty members should get over the notion that the classroom is an instructor's castle. Inexperienced people need observation and help from experienced teachers. And obviously the colleges are going to use a lot of inexperienced teachers during the next ten years.

Opposed to this need for the use of experienced people as supervisors is the need to let students come in contact with the ablest people on the faculty. Freshmen, especially, need to find out that learning can be an exciting thing.

These two apparently conflicting needs might both be met by introducing more flexibility into the educational process. If the able scholars and experienced teachers were freed from a regular classroom routine, they could be asked to supervise the work of junior staff members and also deliver a limited number of lectures and possibly to conduct an occasional quiz section. If a freshman met a Kittredge or a Trilling only a half dozen times a year, he would be better off than his fellow condemned to two unrelieved semesters with Mr. Drudge. And there would be fewer Mr. Drudges if instructors got more supervision from top notch people. The groping section hand could be helped to find his way; the hopeless pedant would be more quickly discovered and dismissed.

Equally important would be the effect on the morale of the young teacher. Most of the time he would be in charge of a class; he would not be a mere roll taker and paper grader. It is equally true that young instructors have an enthusiasm which carries over to students and that they make egregious errors. A system which combined responsibility

with supervision and counsel would preserve the enthusiasm and minimize the mistakes.

The pattern here suggested is similar to that in the industrial world. As a man moves up the ladder, he does less routine work; he is provided with expert assistants and secretaries. His job becomes increasingly one of planning, policy making, and supervision. At the same time, promising younger people are being trained for the supervisory posts.

In the academic world a real difficulty would be to develop a tradition of supervisory responsibility. Professor X, freed from a rigid classroom schedule, would be prone to bury himself in the stacks or even disappear to the golf course. Having kept his own files for thirty years, and typed his own letters, he would have to learn how to use expert help. But once Professor X learned to delegate routine chores and formed the habit of meeting frequently with graduate assistants and instructors, he might find that his scholarship and teaching skills were more effective than ever. Certainly the give-and-take of discussions with younger members of the staff might bring new life into the routine of college teaching.

It is also reasonable to hope that a system involving frequent discussion between young instructors and older professors would produce a climate healthful to scholarship. Unlike the TV performer, who would of necessity learn the tricks of the showman, the faculty member accustomed to meeting with his peers would know that his scholarship counted more than his profile. Section hands for TV personalities would quickly develop a class consciousness; they would spend their time in bars making fun of the glamour boys. In contrast, young instructors meeting regularly with older professors might even learn to like and respect them. The profession might become so attractive that the teacher shortage would solve itself.

[An institution's governing] board should have provisions concerning retirement of its members. All too often, members linger on only because no retirement age has been set, even though their interest and energy have declined.

From Erwin J. Boffarding, in Memo to the Board, June 2, 1958

College Salaries, Financing of Higher Education, and Manage- ment of Institutions of Higher Learning

By SEYMOUR E. HARRIS
Harvard University

The object of this paper is to estimate how much a doubling of faculty salaries would cost and how the additional resources may be made available. So far we have had numerous proposals of future scales of pay but no attempt to reveal the source of the funds.

Faculty salaries are too low. They are too low not only as viewed on grounds of equity but, much more important, from the viewpoint of the national interest. In a generation the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined substantially while that of the average American has risen by 70-80 per cent. The most recent study by the American Association of University Professors shows that even from 1939 to 1957 the pay of the professor in five large public institutions declined by 45 per cent *vis-a-vis* that of physicians and for 28 privately controlled institutions by 53 per cent, and that rewards of faculty in both types of institutions declined substantially in relation to those of dentists and lawyers.¹

Now the American Association of University Professors, supported by an able presentation by Professor Fritz Machlup, has put its influential weight behind a program of raising faculty salaries. This Association, the Josephs Committee (*Education Beyond the High School*), and the American Council on Education urge a doubling of salaries within a period of five to ten years, on the basis of the price levels of 1957.

In one respect this is a modest program. Even with its completion, the college faculty would still be at a great disadvantage *vis-a-vis* the average American. A rough calculation yields the following:

¹ See also Seymour E. Harris, "Faculty Salaries," *AAUP Bulletin*, Winter, 1957, pp. 581-593.

| | <i>Real Income</i> (<i>Money Income Corrected</i> <i>for Price Change</i>) (1930 = 100) | <i>Proposed Pay in 10 Years</i> (1930 = 100) |
|---------------------|--|---|
| a. College faculty | 85 | 170* |
| b. Average American | 175 | 227* |

* I assume a 100 per cent rise for (a) and the expected 30 per cent increase for the general population (average rise of productivity of less than 2½ per cent compounded for 10 years).

But in another sense the proposed rise seems large indeed. None of the authorities, inclusive of the Josephs Committee and the American Council on Education, has told us where the money is coming from.

II

Let us turn, therefore, to this problem of cost. Resident instruction absorbs about 42 per cent of educational and general expenditures. Hence, with a current budget of about \$3 billion for general and educational expenditures, the bill for resident instruction is around \$1.2 billion. A doubling of salaries would raise costs by \$1.2 billion, or an equivalent of \$400 per student. With tuition in private institutions of higher learning in 1957-58 at \$525 and at public institutions at \$155, it is clear that putting the additional burden of higher salaries exclusively on tuition would involve large additional charges. I need scarcely add that the major sources of additional revenue for public institutions would come from taxes. I should also remind the reader that I am now discussing only the additional costs for faculty salaries on the basis of the three million students now enrolled.

Hence we understate the dimensions of the problem. In an attempt to be as conservative as possible, I earlier estimated the costs of higher education ten years from now at about \$7 billion, inclusive of capital needs. The country would then have to raise \$4 billion additional to meet the needs. This estimate is based on a rise of enrollment of about 1.2 millions. The actual increase is likely to be more than twice that: from 3 millions to 5 millions as a result of the rise of college age populations and 1 million additional for the increase in the percentage of college age population going to college—that is, roughly from 30 to 36 per cent. The trend in the last few years points at least to a rise of 6 percentage points in 10 years. *If this is a too generous estimate of future enrollment and needs (and I am inclined to believe it is not) we may schedule these needs for 1970 rather than 1968.*

At 6 million enrollment, costs would be around \$5 billion even on the favorable assumption that unit costs, contrary to earlier experience, would decline substantially. These economies I relate to savings on ad-

ministration, plant, and nonfaculty personnel. Below, I deal with faculty. We should add at least 30 per cent for the general rise of per capita income over 10 years. This rise measures the gains of output per man and is based on the experience of the last 50 years. That is to say, the educational product is to share in the growth of the economy. The additional amount involved is \$1.5 billion. Then we add \$1 billion for new plant needed. Hence, on these assumptions, the budget would rise to \$7.5 billion. Here I include the capital budget, though it is not included in the base period, in part because much more is needed and in part because increasingly the institutions of higher learning resort to borrowing for capital purposes and hence require funds for interest and amortization.¹ Should we also add an allowance for doubling of salaries, exclusive of the 30 per cent above, we should need \$1.7 billion additional or \$9.2 billion in all (and we leave inflation out of account).

| | (\$ Billion) |
|---|----------------|
| Current faculty pay..... | 1.2 |
| Pay bill at double enrollment of 1957-58..... | 2.4 |
| Doubling of salaries..... | 2.4 additional |
| Deduct 30 per cent allowed for above..... | 0.720 |
| Hence additional salaries..... | 1.680 |
| To summarize: | |
| (\$ Billion) | |
| a. 3.0 = Current budget | |
| b. 3.0 = Plus enrollment at current costs | |
| c. -1.0 = Reduction of unit costs (exclusive of savings on faculty) | |
| d. +1.0 = Capital costs to be amortized | |
| e. +1.5 = Adjustment of a + b - c for rise of standard of living | |
| f. +1.7 = Salary rise not included in e. | |
| — | |
| 9.2 = Total | |

Thus, I am suggesting that the educational and general budget is going to rise from \$3 to \$9 billion in 10 years (possibly in 12 years). This is a much more troublesome rise than the one I presented a year or so ago. But this budget relates to a year 10 years beyond 1957-58, not 1955-56; and assumes more realistically that enrollment will rise to 6 millions—that is, it will double in 10 or 12 years.

If these estimates seem excessive, I submit the following:

| | 1919-20 to 1953-54 (Per cent) | Projections 10 Years 1957 to 1967 (Per cent) |
|---|----------------------------------|--|
| a. Average yearly rise of educational costs per student in stable dollars | 5.6 | 4.5 |
| b. Average yearly rise of enrollment | 13.5 | 7 |

¹ If this is excessive, an offset is the generous estimate of a savings of \$1 billion from better use of plant, etc. (item c in the summary list).

In view of the greater average rise of productivity in the last 10 years and the need of reducing the backlog of construction and under-maintenance, and raising salaries to a reasonable level, the assumption of an annual rise of costs per student of 4.5 per cent in stable dollars against a rise of 5.6 per cent in the earlier 24 years involves a conservative projection. So also does the assumption of an increase of enrollment of 7 per cent per year as compared to 13.5 per cent in the preceding 24 years.

Never have we had to contend with such a change in the proportion of those of college age, with so unusual a rise of interest in going to college, associated in turn with a rise of income levels that makes it possible increasingly to go to college, with an improvement in financing methods and a rise in the proportion of young people able to go to college within commuting distance, and hence at savings in expenses.

Still other factors making for rising unit costs are the trend toward science and an increased ratio of students in the more expensive junior and senior years and graduate schools.

III

Where are the \$6 billion additional to come from? In an earlier study where, with conservative projections and exclusion of capital and scholarship needs, I sought \$3.15 billion additional for the budget of 1965-66, I could find only \$1.5 billion additional: \$770 million ($\frac{1}{2}$) from tuition, \$240 million ($\frac{1}{8}$) from philanthropy, and \$500 million ($\frac{1}{3}$) from state and local governments. Even the tuition rise was premised on an increase of average fees of about 50 per cent for students in private institutions and 80 per cent for students in public institutions.¹

My suggestions for raising the additional \$6 billion are as follows:

| | (\$ Million) |
|--|--------------|
| Tuition—2 million students in private institutions, \$750 additional* | 1500 |
| Tuition—4 million students in public institutions, \$350 additional* | 1400 |
| Public aid, largely state and local government | 500 |
| Public aid, capital, largely federal gifts, grants, or guarantees | 500 |
| Gifts, private | 500 |
| Economies (aside from the built-in economies referred to above that automatically result from a doubling of enrollment in 10-12 years) | 1600 |
| | <hr/> 6000 |

* The increase is actually only \$2225 million if \$675 million are included for tuition at 1957-58 rates for 3 million additional students.

Actually (see footnote above), rates need rise only about three-quarters the proposed increase. These are in a sense revolutionary pro-

¹ See Seymour E. Harris, *op. cit.*, p. 593.

posals. I propose that tuition much closer to costs be charged in private institutions, and at least 40 per cent of costs in public institutions.

This will only be possible with improved methods of financing. The parents and the child should finance higher education over the lifetime of the student. At age one, the parent should insure the future student, and on the assumption that costs of higher education twenty years later would be twice what they are at the time of insurance. The advantage of this proposal is that interest works in favor of the student, for his payments rise with the addition of interest. But this procedure is less attractive than post-education finance, for this reason: the payments are made from the low income of the parents rather than from the rising income of the children. By this I simply mean that per capita income at stable prices doubles about every 25-30 years, and hence pre-financing is achieved on the average 35 years earlier than post-financing, and hence at average incomes of 40-50 per cent of those had with post-financing even without inflation.¹ (Per capita income even without inflation doubles about every 25 years. Interest under post-financing, however, works against rather than for the student, for interest is now a charge, not a source of income.)

I believe an adequate public relations program in favor of pre-payment and loan financing could revolutionize financing methods. We are already moving especially toward loan financing. Fears of borrowing are incomprehensible. The college graduate of today can look forward to a lifetime income of about \$250,000 at current prices more than the nongraduate. All of this, of course, is not due to the added years at college, and a flood of graduates would reduce the relative advantage.

A post-college financing over the student's lifetime could be achieved at a relatively small cost. Actually, the cost of \$1000 of loans per year for 4 years would be on the average less than one to less than two per cent of the post-college income (again I assume no inflation), and repayments on a voluntary basis could be deducted from income reported for taxes. The figure (gross) is somewhat more when allowance is made for insurance, and substantially less net of tax allowance.

It is difficult to understand the \$3000 per family debt for relatively unproductive financing of consumer durables, inclusive of housing, and the average debt of a college student of \$5 to his institution and \$20 in all for the most productive investment of all.

¹ Assume student is born in 1960. Pre-financing average income is in year 1970. But with post-financing, average income is earned in year 2005 (average of 1980 and 2030). In the year 2005, per capita incomes should be about 100-150 per cent higher than in 1970, hence per capita incomes in 1970 should be 40-50 per cent of those of the year 2005. My colleague, Professor Otto Eckstein, points out, however, that the income of the parent (late career of parent) might well be higher than that of the child in his (her) early career. But this is only a partial offset.

IV

Even these innovations will not solve our problems and justify a \$2.4 billion salary increase in ten years unless the faculty contributes toward the economical operation of the institution of higher learning. It is a striking fact that over a period of 65 years unit costs of higher education at constant prices have steadily climbed. Thus the costs per resident student rose from \$137 in 1889-90 to \$439 in 1929 and \$979 in 1953-54, or seven times as high in the latter year as in 1889-90. But prices were only 3.3 times as high in 1953-54 as in 1889-90.

Yet during this period the proportion of students in the low cost program—e.g., undergraduate business and education schools—steadily increased, and the size of the average institution of higher learning increased about seven times. Great economies per unit of output might have been expected; but we have had instead a steadily rising cost per unit. I do not believe this is explained merely by a corresponding improvement of the product.

Indeed, all wastes in higher education are not to be put upon the faculty. Far from it. Even today we have 500 institutions of higher learning with enrollments of less than 200, and 600 with enrollments of from 200 to 500. These, two thirds of the total, are too small to operate efficiently. We also have many unnecessary expenditures—e.g., failure to integrate admission policies, excessive competition for able students, costly intercollegiate athletics, etc.

But the faculties are also involved. They insist upon small classes, even though there are studies that show students in larger classes perform equally well. They support (as does the football coach) a 20-hour week instead of a 44-hour week in the use of classrooms. They add course after course, often irrespective of needs and of the educational losses resulting from segmentation of knowledge. Perhaps Mr. Ruml over-simplifies the problem of the relation of the student-faculty ratio and faculty pay; but I am reasonably certain that most faculties could reduce their teaching hours by at least one quarter by alternating many courses and eliminating others. This could ultimately finance a rise of pay of one third, or, in our arithmetic, save \$800 million.

A president of a leading women's college recently told me that she wanted to experiment with television, but her faculty was recalcitrant. Yet improved methods of communication, larger classes, fewer courses, etc., might well make it possible to increase the ratio of students to faculty from 10 to 1 to 15 to 1. There is nothing sacred about the 10 to 1 ratio. In fact, when it is considered that in elementary schools the ratio is 30 to 1, and in secondary schools, 22 to 1, one is puzzled by the 10 to 1 ratio

in higher education. In these days of emphasis on self-education, is this ratio justified?

I believe that college administrators would welcome a program of cooperation with faculty for introducing economies. The effects on attitudes of donors would also be favorable. I am not in sympathy with those philanthropists who point to uneconomical operations as an excuse for not giving. They will often find wastes in their own businesses also. But I do believe that economies of this sort worked out jointly by the administration and faculty would improve our educational machinery and make possible the pay scales needed. Under our present system the faculty is the barrier, as many college presidents will witness. The relation between salary and number of courses, the use of plant, and the size of classes and salary should be evident to all. But it is not.

A change from a student-faculty ratio of 10 to 1 to 15 to 1 would in ten years make possible a saving of 200,000 teachers. At \$12,000 average pay by 1968-70, the saving would be around \$2.5 billion. But this is too optimistic. Rules of tenure would reduce the savings and disproportionately cut junior staff; and appointments, particularly in leading universities, are made not only on student-faculty ratio but also to cover fields of knowledge. But surely in ten years the savings could be at least \$1 $\frac{1}{4}$ billion, and in fifteen to twenty years, considerably larger.

In short, the faculty members can make an important contribution towards creating the resources needed for doubling their pay. Furthermore, drastic revisions of financing methods could contribute even more. But I want to stress especially the point that competition and publicity concerning low pay and needs of facilities and accompanying increased flows of funds from philanthropy and government alone will not achieve the objective of higher pay, adequacy of plant, and the maintenance of high standards. Unorthodox methods of financing higher education and faculty cooperation are also necessary.¹

¹ In visiting numerous colleges (43 so far), the point has been made that the new AAUP salary formula, by stressing minimum scales (indeed, the result in part of inadequate information), may well have the effect of overdoing across-the-board increases and underemphasizing merit increases. For this reason, it is important to consider median as well as minimum figures. Otherwise, resources may be wasted and college administrators may raise minima and save the corresponding amounts by reducing or eliminating merit increases.

Composition and the Linguistic Revolution

A Modest Proposal for Reforming the Teaching of English Composition

By MAXWELL FULLERTON
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It may seem strange that this proposal should come from one who is neither a teacher nor a linguist, but a businessman; and it is with respect for the better judgment of those actually engaged in teaching composition that I offer my proposal. But we in business do have a direct interest in the training colleges give their graduates, and it sometimes happens that a more detached view will offer clear solutions to problems that seem insoluble close at hand.

Universities have recently sent thousands of questionnaires to alumni, employers, faculty members, and students, asking them to evaluate the training students receive in college. For the most part, the results of these questionnaires confirm the colleges in their present practices. But there is one striking exception: no one is satisfied with the training in English composition. Alumni and employers agree that the graduates of our colleges are unable to do the writing required of the average businessman. Students themselves complain that they "don't know what the instructor wants" or they "don't get anything out of the course." Faculty members in other departments are unanimous in their judgment that the students seem to have learned nothing in their composition courses; they write abominably. And even the English faculty—and I have interviewed a number of them—agree that the English composition program is not a success. They say, variously, that the high schools send out students totally unprepared for college English, that the students have no interest in the subject, or that they refuse to be taught.

II

Finding this universal dissatisfaction with the English composition program, are we not justified in looking for a cause more fundamental

than the teaching methods practiced by a given instructor or the pattern of assignments established by a given department? The cause, I submit, is not educational—*i.e.*, methodological—at all; it is linguistic. In the past fifty years a profound change has taken place in the structure of the English language. The change has not gone unobserved by philologists,¹ but its significance for the teaching of English has never been recognized. Perhaps an analogy will best illustrate this change. In industry, we have moved into an age of prefabrication. Buildings are no longer constructed stud by stud and nail by nail; parts are delivered in assembled units—whole sides or floors or roofs—needing only to be fitted together. A similar change has affected the use of language. In the world of business and politics, where men are alert to the latest and most economical practices, sentences are no longer constructed of single words, slowly and laboriously put together. Instead, sentences are built of prefabricated units: indeed, whole sentences may be plant-assembled, as it were, for the convenience of the user. Take this sentence, for example: "In reference to your request concerning a consignment of assembly units (Catalogue No. BP-17369), I regret to inform you that we are unable to comply with your wishes at this time due to unforeseen delays in meeting our production schedules." Note that there are only two units here: the one preceding the comma and the one following. The first of these makes clear the subject under discussion, and the insertion of the catalogue number in the proper place is all that is required of the user. The second unit simply indicates a negative response and will apply to any situation. Should the response be positive, the sentence would run this way: "In reference to your request concerning a consignment of assembly units (Catalogue No. BP-17368), we shall be happy to comply with your wishes with as much dispatch as our crowded production schedule will permit."

It is hardly necessary to argue the advantages of the new system of sentence construction. The prefabricated sentence now allows business executives to dictate as many as fifty-four letters an hour, a performance inconceivable as little as thirty-five years ago. I have estimated—I believe conservatively—that this device saves thirteen and one-half billion dollars annually in the salaries of business executives alone. If the saving could be calculated for the entire population, the figure, I am convinced, would exceed the annual budget of the federal government.

Considering the economy accruing to both the writer and the reader (for the prefabricated sentence has the same advantages for the reader as for the writer), it is no wonder that this device has been universally adopted by men in every occupation. English instructors are themselves

¹ See, for example, Eric Partridge and John W. Clark, *British and American English Since 1900* (New York, 1951), 35–6, 178.

enthusiastic merchants of prefabricated sentences, though there has been an almost unbelievable lag separating their own usage from their theory and practice in the classroom.

III

This brings us back to the problem at hand. It should now be clear why conventional English composition courses have produced universal dissatisfaction. Students, when they enter the classroom, have already learned, by an instinctive awareness of contemporary practice, to use the prefabricated sentence, albeit in a haphazard and clumsy way. Now, instead of encouraging this instinctive tendency and helping students to become really skillful users of this most modern of linguistic tools, the English instructor insists that the student go back to the old stud-and-nail method, putting single word beside single word and fitting them painstakingly to a grammatical blueprint. This is like insisting that a student who is beginning to master the slide rule do all his problems by long division and multiplication. He is naturally confused. He wants to solve his problems as quickly and efficiently as possible, his time being valuable; yet he must please the instructor who corrects him every time he begins to use the slide rule—or the prefabricated sentence. He knows, subconsciously at least, that the instructor is wrong, that the economical way is the right way; yet he has been taught to respect, or at least to follow, the teacher's directions. The result in practice is that he wavers between the two systems, taking an inordinate amount of time with his writing and succeeding only in hammering together preshaped parts and loose units into a completely formless and unintelligible structure.

The only question remaining is how to bring this new linguistic development most effectively into the classroom. A plan suggests itself which will be as much a boon to the instructor as to the student. In my interviews with English faculty members, I have frequently heard instructors express envy for members of the mathematics department, for instance, where questions have definite answers and problems are either right or wrong. Precision of that sort is now possible in composition—for one of the byproducts of the linguistic revolution is the emergence of the science of composition. Here, it seems to me, is the natural classroom procedure: After explaining to the students the nature of the modern linguistic tools they are already familiar with in practice, the instructor should drill the students on specific problems: for instance, a letter expressing thanks for a donation to the Red Cross, or an inter-office memo requesting a new typewriter for a secretary. To problems of this sort, there can be only one right answer—though there may be some minor variations until standard texts have been adopted. Thus the instructor

will be able to grade papers as rapidly as the mathematics instructor—indeed, more rapidly, because there are no thought processes to be traced through the problem. The advantage to the student will be immeasurable. He will now know what is expected of him. Language will no longer be something to piece together, revise, and polish until, mysteriously, a lucid whole emerges—or, more often, does not emerge. And when the student leaves college, equipped with a full complement of euphonious phrases for every occasion, he will really be prepared to take a responsible place in business.

IV

I have discussed this proposal with several members of an English faculty, and though they admit the many conveniences of the plan, they raise one objection, which, at first glance, would seem to be formidable: that the plan would put an end to individual thought on the part of students. But a closer examination will show that this objection has little force. Employers have frequently been asked what particular quality they look for in college graduates seeking employment. The answer, without variation, is "personality" or "the ability to get along with people." Now, who will get along with people more successfully, the graduate who has learned to think for himself and is thus in danger of disagreeing with his fellow workers or disapproving of what they are doing, or the graduate who, laboring under no such handicap, can agree with everyone he meets and look with equal enthusiasm on every enterprise? Thus, in addition to reducing the work of the instructor by at least three fourths and providing the student with some really useful language skills, this plan will greatly increase the student's chances for a happy adjustment in society.

The Association and the Junior College

By ROY F. HUDSON
Modesto Junior College

The American Association of University Professors is associated in so many minds with the last two words of its title that many members of the academic profession have never given thought to the service it can render to the junior college. However, the Association can benefit the junior college as well as the university, and junior college teachers should approach it, not as educational Cinderellas hoping for cast-off garments, but as respondents to an invitation to share professional standards on a par with other institutions of higher education. The educational problems in junior colleges are not junior in size or importance; and many of these problems continue to plague senior college and university teachers also, after all their combined years of combative effort.

The nature of the junior college as a two-year, terminal or transfer institution presents, in addition, its own special brands of problems—the unified school district, general education in terminal programs, community functions, etc. Some may refuse to include these among the problems of higher education, preferring to place them farther down on the educational scale, or divorcing them altogether from college education. However, they are problems concerning the faculty and the administration of institutions that are giving their students, in most cases, a satisfactory freshman and sophomore college education, if not all the college education they will receive.

A chapter of the American Association of University Professors in a junior college can make a distinctive contribution to the solution of some of these problems. One of these, that deserves special attention because of its fundamental importance, is the problem of attitudes, a legitimate child of the parent, professional standards.

II

The faculty in the junior college is often a heterogeneous group, with as many attitudes toward higher education as there are gradations in

the junior college salary schedule. The unifying element among this diversified group of promoted high school teachers, professional T and I instructors, A.B.'s, M.A.'s, and Ph.D.'s, is interest in education beyond the high school level. Their philosophy of junior college education varies from the opinion that its purpose is to keep high school students off the labor market for an additional two years to the conviction that the junior college is a remarkable educational cure-all. Most junior college teachers, fortunately, find a convenient resting place somewhere between these extremes.

The attitudes of the faculty toward teaching are almost as varied and interesting as their philosophy. Of course, some refuse to have an attitude. They take their places in the classroom each morning much as automotive workers take their places on the belt each day and wait for the first piece of work to come along the assembly line. One might call these teachers the miscast. They view junior college as a public industrial plant employing various divisions of labor.

Some junior college teachers have had their attitudes developed for them by a guiding principal during their years of wandering in the wilderness of secondary education. They often exhibit an almost sacred fear of the administration. Sometimes, but not always, this fear can be traced to that terrifying word, *probation*. Many, too many, are willing to sacrifice almost any freedom to attain the Elysian Fields of tenure. Many who have attained this paradisaical state have found it to be a paradoxical state, for they still must fear loss of favor. These timid souls are unwilling to voice an opinion outside the closed door of their clothes closets. They will tell you that they do not have any voice in policy-making, and they don't believe that faculty members should have such a voice. The teacher's job is to execute loyally and faithfully the orders of the administration. One might call this group the misguided.

Another group, found in almost every junior college, are those who are convinced that it is as futile to attempt changes as attempt to find an honest politician. They will tell you what they know from their twenty or more years' experience that the administration is conservative and traditional; a few faculty members, even though organized, could never change established policy. They will often relate instances of faculty members having been so foolhardy as to suggest changes; these attempts always have met with failure. They sincerely believe that to attempt to organize faculty members into a professional group for practical purposes at the junior college level is as futile as attempting to organize owls into a professional rodent-protective association. These might be called the misgivers.

For these people—for the miscast, the misguided, and the misgivers—an AAUP chapter can do much. It can help them correct their

attitudes by defining and promoting a healthy professional attitude toward college teaching. By means of its activities—study reports, discussions, lectures, etc.—the chapter can present the case for professional ethics and encourage better thinking on faculty-administration relationships. A junior college chapter can be a dynamic incentive in the college for the establishment and maintenance of better standards of college teaching. By unifying a faculty around a central focus of professional standards, it can greatly aid in overcoming these unproductive attitudes.

III

Teaching attitudes, however, are not the only attitudes that need correction in the junior college. The junior college also suffers under unfavorable community attitudes. Most communities have never acquired the habit of regarding a junior college as a college. Maybe it is because these colleges are young upstarts compared to the venerable universities that many communities somehow have developed a blind spot for the word *college* on the junior college signboard. They regard the institution that voraciously devours their tax money as a junior school of some sort, and they do not expect anything professional to be in it or to develop from it. They have never distinguished the junior college from the high school. It is a free school of some sort. This means for some citizens a super-vending machine which will, with a minimum of effort and free of charge, dispense any skill one may wish. For other citizens, it is a teen-age day nursery, where their children may be deposited until such times as they decide whether to marry, to go to work, or to go to college.

Wherever these attitudes regarding the junior college prevail, one cannot expect the community to have a favorable attitude toward those who work in the institution. It is difficult for many townspeople to imagine a junior college teacher making an authoritative pronouncement. This may be because service clubs, women's clubs, and other community organizations often commandeer the services of the junior college faculty, not as educational lecturers, but rather as entertainers, usually dull, sometimes funny, to substitute for late program cancellations. It is amazing, the exaggerated respect a community will often pay to an unknown professor from a nearby university, even when he demonstrates a lack of communication skill, and the almost total lack of interest this community has for one of its own outstanding junior college teachers. A junior college teacher may write for scholarly publications, he may publish textbooks, he may hold a high office in a national organization, he may even be regarded by his colleagues as an authority in his field, but many people in the community will accord him no prestige. When questioned

on their position, these people often reply, "If he's so good, why doesn't he get a job in a college?"

Community attitudes, whether held by a few or by the entire community, are difficult to change, but a chapter of the Association in the junior college can be effective in combatting them. It should be a stimulating challenge to a local chapter to meet incorrect community attitudes head on by presenting activities that will counteract these false opinions. I am sure there is eloquent evidence in every junior college that junior college teachers can be professional teachers of high educational attainments. There is fresh evidence each year that the job the junior college is performing is college size. And the Association has furnished evidence that junior colleges can associate with other institutions of higher education on a professional basis. All the evidence is at hand. The local chapter needs but originality and a proper sense of publicity in putting this evidence before the community.

Academic Standard Time

For years he stood or sat before a class—
So young at first he felt a twinge of sense
Sometimes for a girl. Not long for that; and yet
He felt the elder teachers knew their students
Much less than he. Some hour made him aware
How old he was as students reckon time.
And then—was it so long?—he thought "They are
Scarce older than my children are." Perhaps
There was some moment when he thought, "As old . . .";
But he remembers, "They are younger than. . . ."
He will go on a while. Then he will leave
His classroom, and will never think, "They are
Scarce older than my daughter's eldest child."

Neal Frank Doubleday

Millikin University

The Man Called "Ex"

By JOSIAH PARTRIDGE

Cincinnati, Ohio

At a faculty dinner given me before my retirement, Dean Grafton mentioned my approaching status of ex-professor and jocosely conferred upon me the title of "The Man Called 'Ex.'" I am not sure, but I believe that this phrase, spelled to suggest an unknown quantity, has something to do with radio mystery stories. At any rate, the double connotation of mystery and retirement made the label appropriate; so I accepted it in the spirit of the occasion. As Professor of the Classics at Woodfield College, I would have been well satisfied with the time-honored Latin title of *emeritus*, but the informal expression is more modern, and besides, who am I to find fault with a Dean's witticism?

I look back upon that farewell dinner with much pleasure. Of course, the eulogies would have imposed a great strain on my modesty if I had taken them literally. The President of the College set the pattern for a succession of eloquent tributes which made it difficult at times for me to recognize the man who was being described. If all this praise had been accepted at face value, one would think that the College trustees would have waived the retirement rule rather than lose the services of a unique, irreplaceable professor who was himself an institution. As a tongue-in-cheek listener, I could enjoy this fulsome oratory while observing a certain restraint which I owed in large measure to my long association with the Classics. I had spent practically my entire lifetime under the rule of "nothing to excess."

Possibly my self-discipline had been a little too strict. At least this was hinted by Dr. Harkness, the professor of philosophy, who was one of my closest personal friends. In his speech, which was different from the others by reason of his friendly outspokenness, he made some ominous suggestions concerning the detached status which I was approaching. "A professor without portfolio," he said, "is the most unpredictable creature in God's universe. He has no inhibitions except his wife! He no longer suffers from repressed desires; his normal impulses are no longer stifled by academic discipline or by the subtle regimentation of behavior that is exercised upon the college community through trustees and Mrs. Grundy. Unless he is actually confined to a wheel chair or shackled by

arthritis, he is one of the most dangerous persons who can be turned loose upon society."

Although I discounted this speech by Harkness along with the others, I felt that his words might be in some way prophetic. To break out of the Ivory Tower after forty years' confinement entailed some risks, the extent of which I could only conjecture. For the immediate future, however, I believed that fatigue and the usual hot-weather let-down would protect me from any temptation to kick up my heels.

II

The summer months passed quickly, and in most respects like my previous vacations. Taking note of a certain laziness in my disposition, I felt a little guilty not to be mapping out a program of instruction for the coming year. I did ease into one of my long-range projects in a preliminary way. This was a series to be known as "Studies in the Art of Translation," which I planned to carry on over a period of years. As a small beginning I renewed acquaintance with Matthew Arnold's essay on translating Homer, and I cut the leaves of a new book, "*Sous l'Invocation de Saint Jérôme*," by Valéry Larbaud, which I looked forward to reading intensively. The outdoor phase of the summer vacation was no different from the usual routine. I attended baseball games and did the customary amount of gardening. At the end of the season, my wife Martha had the finest dahlia blooms in the neighborhood, and I had the biggest turnips.

We had decided to spend the severest part of the winter in Florida, and had made extensive inquiries with that in mind. By Thanksgiving we had made reservations for January at the highly recommended town of Amboyne. One of my young friends had an uncle who had chosen this place as a winter home after experimenting with several locations. Shortly before we were due to leave for Florida, Martha's older sister Abigail suffered a broken hip, and family duty decreed that she should be brought to our home for Martha's care during a long convalescence. Martha had no trouble in convincing me that I should arrange to be absent during Abigail's visitation. So it was settled that I should make the trip to Amboyne alone.

My friend's uncle greeted me on my arrival and helped me to get oriented. He was a retired zoologist named Wilshire, a specialist in marine biology, who spent his summers at Woods Hole and his winters in Florida. He had already nominated me for membership in a sort of informal "Three-score-and-ten" club, consisting of retired men who came together every day for lunch and conversation in a corner of the hotel dining room.

An inspection tour with Wilshire, followed by walking expeditions on my own, gave me a fairly complete picture of the Amboyne community. Rather thickly populated, with more than the average number of new subdivisions and stationary trailers, it was a noticeably quiet place. Apparently the residents spent most of their time out of doors, but though they were numerous, their activities caused no commotion. I'm not sure that "activities" is quite the word. Their movements, if any, were unhurried, and it seemed that they were going about noiselessly in order not to disturb one another. A good many were not going about at all, but were sitting on benches placed conveniently on the water front and along the streets in the center of the town. A few were playing checkers; others were engaged in conversation; but a great many just *sat*. They gave an impression of contented inertia, and merely to look at them caused a sympathetic lowering of one's blood pressure.

In addition to the numerous bench sitters, there were some gregarious persons engaged in group efforts, notably the popular game of shuffleboard. Then, of course, there were a few solitary persons, not only the patiently waiting fishermen but also the more mobile beach-combers, with whom I felt a certain kinship. I looked forward to spending my own afternoons in a one-man shell-collecting enterprise as a pretext for endless walks along the water's edge. I could readily imagine myself venturing out after specimens and then getting back just ahead of the next wave as it came rolling in.

III

At lunch time, Wilshire introduced me to the "Three-score-and-ten" group, among whom I felt quite at home. These retired men were persons of divergent intellectual interests. Among others, they included Dr. Jepson, a clergyman on detached service, Dr. Hazen, a superannuated general practitioner, and a retired librarian who was called "Bartlett," for reasons I shall explain later. I was glad to find that each of these men was enthusiastic about something. They were better table companions because each one had spent the forenoon working at a definite task, so that they had something to relax *from*. Both Dr. Hazen and the Reverend Jepson were writing their memoirs, Professor Wilshire was continuing his biological researches, Bartlett was preparing a report on the use of microfilms in libraries, and of course I was working on one of my translation projects.

As a change from the morning's intensive work, the lunch table conversation was likely to be informal, and at times even frivolous. Typical of these colloquies was one I recall which dealt, naturally enough, with the subject of old age. Dr. Hazen's memory went back to the pill-

rolling era. He had seen medicine outgrow the empirical stage until it prolonged the average man's existence by ten years and created a great surplus of older people. "We have increased the viability of the human carcass," he said, "but I can't say that there has been a corresponding gain for the human spirit. We see more old people now than formerly, but I think not so many venerable ones. How about it, Reverend Jepson?"

Dr. Jepson pointed to a large church attendance among older persons in our Florida community, but he admitted that this might be due less to piety than to the absence of counterattractions. He was inclined to share Dr. Hazen's pessimism concerning the use man was making of the extra time science had given him.

"Life is too complicated," said Wilshire. "Man is oppressed by the knowledge that he is a multi-cellular animal subject to an increasing plague of allergies. If we could, we might prefer the simplified structure of the amoeba, who wears his stomach on the outside and takes his food where he finds it."

"Perhaps it's a question of one's philosophy," observed Bartlett; and he quoted the well-known passage beginning, "Grow old along with me: the best is yet to be." This quotation has always been distasteful to me. I said that Browning's sentiment struck me as a piece of cheerleader optimism, artificially worked up in the final stages of a losing game. I much preferred Cicero's calm stoicism in accepting the inevitable, and I mentioned a passage in *De Senectute* in which he says, in substance, "I feel that I am nearing the end of my stay at an inn and shall soon be continuing my journey." Bartlett plainly resented this comment, but I believe the others appreciated my point of view.

I have introduced the personnel of our group briefly, but I must say a little more about Bartlett. This, of course, was not his real name, but only a nickname which identified him as a walking encyclopedia of quotations. Let some one mention a name, such as "Abou Ben Adhem," and Bartlett would repeat the full text of the poem fluently and faultlessly. In his nervous, positive manner he would pick up even a casual allusion and place it within its proper context. As one of the group said, "it was fun to watch Bartlett run with the ball."

So long as mere memory is not confused with scholarship, I have no objection to such performances. I considered Bartlett's display of his wares a harmless form of exhibitionism, from which we might all learn something. Occasionally I would set the stage for him by pretending to be unfamiliar with some passage, and thus give him an opening. With this in mind, I once repeated the line, "Music has charms to soothe the savage breast" and inquired innocently, "Is that by Shakespeare?"

Bartlett rose to the bait instantly, and with a gleam of triumph in

his eye. "FOR YOUR INFORMATION," he said (this was one of his favorite expressions)—"For your information, it's a savage breast, not THE, and it is taken from Congreve's *The Mourning Bride*. It is sometimes confused with a passage in Shakespeare's *Merchant of Venice*." Then, having put me in my place, he quoted Lorenzo's entire speech from Act V, and not merely the passage beginning, "The man that hath no music in himself."

IV

Although Bartlett's display of knowledge could be entertaining, his conceited manner sometimes rubbed me the wrong way. Also, he frequently annoyed me by retailing borrowed opinions, usually expressed verbatim in borrowed phrases. I thought it was time for him to be cut down to size, and I decided upon an expedient that I thought might accomplish this purpose.

Lately, I had been translating some of Goethe's aphorisms, and as a sort of experimental *tour de force* I had been writing a few epigrams of my own, somewhat in the manner of the ancients. One of these "home-made" compositions was based on the truism, "Hate hurts the hater." After some false starts and several revisions, I got the following:

Hatred is a club, cut from a thorn tree.
To the onlooker, it may offer
nothing worse than a menacing gesture;
But its spines pierce and sting
the clenched hand of the holder.
Prudent people lay it down quickly;
wise ones never pick it up at all.

I made a copy of this passage and took it to Bartlett. "Here is a quotation from my scrap-book," I said. "I thought maybe you could help me to find its source."

Bartlett knitted his brows while he examined the quotation critically. Then, as usual, he responded with a positive answer. "Why, that's Tagore!" he exclaimed. Thinking aloud, he continued, "It reads a little like a translation, but Tagore's English is like that. . . . It has an exotic quality. . . . There is a note of pacifism. . . . The Gandhi doctrine of nonresistance." . . . Then, with finality, "Of course it's Tagore! It couldn't be any one else."

I was shamelessly poker-faced in receiving this information. "If you locate it in Tagore's works, I'd be glad to have the reference," I said. "Personally, I'm inclined to think it's by some one else."

A short time later I learned indirectly that Bartlett had turned my inquiry into an ambitious research project. It seemed that he had stirred

up reference librarians all over the country and had even requisitioned the services of some editors of *Notes and Queries* columns. I trust that these people will not think too harshly of me when the truth comes out. I hope even Bartlett will forgive me eventually, but that will take time.

Although the Tagore question thus became widely discussed in library circles, it was a local news reporter who built it into an exciting story of a duel between intellectuals. A national press association carried a feature article in which photographs of Bartlett and me appeared side by side, in the manner of a Smith Brothers advertisement. Bartlett's picture was labeled "QUOTE" and mine "UNQUOTE." Radio commentators relayed the story and the disputed passage to millions of listeners. Promoters of a television quiz program that had exploited "erudition" with remarkable success offered us an arena in which to air our conflicting opinions.

On the whole, I believe Bartlett enjoyed the bright light of publicity that was thus turned on us, but it was embarrassing to me. The mail I was receiving from former colleagues and former students was only a sample of what I could expect when I returned to the Woodfield campus. In a long-distance call, I explained my innocent prank to Martha and apologized for its unexpected consequences. She would, of course, remain silent on the question of authorship until the proper time came.

Meanwhile, Bartlett drove ahead, not locating the passage, but building up a strong case on what he called "inherent probability." Libraries reported a brisk demand for hitherto dust-covered and slow-moving volumes of Tagore's poetry. In apologizing to myself for setting all this activity in motion, I reflected that the quotation about hatred might reach some persons who could profit by its message.

It was surprising how long the newspaper publicity continued. The story was kept alive partly by sensational headlines, such as *HIGHBROWS IN HIGH DUDGEON*; *"TAGORE AGAINST THE FIELD," SAYS BARTLETT*; *"TAGORE THEORY NOT PROVED"*—*PARTRIDGE*. I suspected the reporters of deliberately intensifying our dispute on the principle that controversy makes news, where agreement doesn't. Something like this often happens, I have noticed, during a political campaign.

V

When and how I should reveal the truth was a question that troubled me deeply. Mine was a guilty silence, but if a statement had not been formally requested, I might have chosen to let the Tagore problem remain an unsolved mystery. My decision to "tell all" was hastened by a visit from a reporter on one of the metropolitan newspapers published in our region. He insisted that I give him an off-the-record statement of what

he called "the low down" on the Tagore controversy. Pledging him to secrecy for the time being, I reviewed the facts in the case and gave him a collection of documents, including some earlier versions of the disputed passage, which fortunately I had kept. However, I told him of some misgivings that troubled me. "If I present myself as the real author," I said, "I can picture some strange reactions. Because people are as they are, some will wag their heads and say: '*Elderly persons can get queer ideas; the old fellow seems to have convinced himself that he really did write it.*' Then they will smile knowingly in a manner that conceited people adopt toward an older person whose intellectual range they are unable to comprehend, and as a punishment they deserve, they will go back to ransacking Tagore. Getting Bartlett to accept defeat will be particularly difficult. If he can make an impressive case for 'inherent probability' as applied to Tagore, think what he might do with 'inherent improbability' in the case of Josiah Partridge."

The reporter saw my point of view and assured me that his write-up would present a bullet-proof case. He also promised not to release the story until after I had embarked on a Caribbean cruise which I considered timely and advisable. Then he would be able to say, in a phrase dear to newsmen, that I "could not be reached for comment." Incidentally, my sudden voyage to the West Indies had Martha's whole-hearted approval, and in her telephoned message she told me that she would be able to join me at Amboy on my return.

So at last I am getting out of an uncomfortable situation. Because concealment is foreign to my nature, I can heartily echo the sentiments expressed by the central character in Lessing's *Nathan der Weise*:

Gott! wie leicht
Mir wird, dasz ich nun weiter auf der Welt
Nichts zu verbergen habe!

Like that good old man, I have nothing more to hide.

To speak in less poetic terms, I have grown weary of the whole business. I have heard enough about the great Indian poet to last the remainder of my natural lifetime. It is true that Tagore didn't write the disputed lines, but frankly, I wish he had!

Law Enforcement Programs in Institutions of Higher Learning

By A. C. GERMANN

Long Beach State College

Although there may be police jurisdictions in the United States which employ illiterate police officers, other agencies of police which require only the ability to "read and write," and many law enforcement organizations which require but a grammar school education, nonetheless, the greater part of the American police service requires a high school education or its equivalent.

Slowly, but with increasing emphasis and momentum, the movement is growing to elevate educational requirements for the law enforcement vocation. Further, it is estimated that more than 10% of the total personnel in metropolitan police departments have acquired from one to four years of college or university education.¹

There are approximately 86 educational institutions of higher learning in 30 states, Hawaii, and Puerto Rico, which are engaged in some 255 programs directed to the law enforcement area. The programs can be categorized as "Practitioner" or "Academic."

Practitioner Programs

The subject matter of the practitioner program is eminently practical and technical; it is at the "tool" level, and is directed to the active policeman. Short courses, seminars, and institutes of short duration, with or without award of certificate and with or without award of academic credit, are presented by 46 institutions in 29 states, Hawaii, and Puerto Rico. The variety of subject matter is evidenced by the table at the top of the next page. These programs range from one day to three months in duration and are taught by both academic faculty and outside technicians.

¹ V. A. Leonard, *Police Organization and Management* (Brooklyn: The Foundation Press, Inc., 1951), p. 109.

TABLE I—PRACTITIONER TRAINING SUBJECT MATTER

| <i>Subject Matter</i> | <i>Programs</i> |
|---|-----------------|
| General Law Enforcement | 50 |
| Traffic | 32 |
| Crime Prevention (Juvenile Control) | 15 |
| Criminalistics (Scientific Investigation) | 11 |
| Police Management | 7 |
| Corrections | 4 |
| Arson Investigation | 2 |
| Police-Community Relations | 2 |
| Criminology | 1 |
| Fingerprinting | 1 |
| Industrial Security | 1 |
| Records | 1 |
| | <hr/> 127 |

Academic Programs

There are at least 56 institutions in 19 states offering some 128 programs leading to an academic degree. Two-year programs, which prepare students for transfer to four-year programs or which offer the Associate of Arts degree, are found in 26 institutions in 5 states (37 programs). Four-year programs, which lead to the baccalaureate degree, are found in 12 states, presented by 21 institutions (45 programs). Graduate programs, leading to the Master's or Doctoral degree, are conducted by 22 institutions in 16 states (46 programs).

The subject matter of the academic programs, whether two-year, four-year, or graduate, varies from the highly technical to the broad generalist approach. Major emphasis is varied, as one can see from the following table:

TABLE II—ACADEMIC SUBJECT MATTER

| <i>Subject Matter</i> | <i>Two-Year Programs</i> | <i>Four-Year Programs</i> | <i>Master's Programs</i> | <i>Doctoral Programs</i> |
|----------------------------------|--------------------------|---------------------------|--------------------------|--------------------------|
| General Law Enforcement | 17 | 10 | 4 | 1 |
| Corrections | 6 | 13 | 11 | 3 |
| Criminalistics | 9 | 7 | 3 | |
| Criminology and Penology | 2 | | | |
| Crime Prevention | 1 | 6 | 4 | 1 |
| Criminology | 1 | | 3 | 3 |
| Traffic | 1 | 4 | 3 | |
| Commercial Investigations | | 1 | 1 | |
| Industrial Security | | 1 | 1 | |
| Instrumental Deception Detection | | 1 | 1 | |
| Police Communications | | 1 | 1 | |
| Police Records Administration | | 1 | 1 | |
| Criminal Law | | | 2 | |
| Law Enforcement and Corrections | | | 1 | 1 |
| Police Administration and Law | | | 1 | |
| | <hr/> 37 | <hr/> 45 | <hr/> 37 | <hr/> 9 |

Institutions

The following table lists the institutions which present practitioner programs (PP), two-year Associate of Arts programs (A), four-year baccalaureate programs (B), master's degree programs (M), and doctoral programs (D):

TABLE III

| | |
|---|--|
| Arizona | |
| Arizona State College (Tempe) (PP) | |
| Arizona, University of (PP) | |
| California | |
| Antelope Valley College (A) | |
| Bakersfield College (PP, A) | |
| California, University of (Berkeley) (PP, B, M) | |
| California, University of (Los Angeles) (PP) | |
| East Los Angeles Junior College (A) | |
| El Camino College (PP, A) | |
| Fresno Junior College (A) | |
| Fresno State College (PP, B, M) | |
| Glendale College (A) | |
| Harbor Junior College (A) | |
| Imperial Valley Junior College (A) | |
| Long Beach State College (B) | |
| Los Angeles City College (A) | |
| Los Angeles State College (B) | |
| Los Angeles Valley Junior College (A) | |
| Modesto Junior College (A) | |
| Monterey Peninsula College (A) | |
| Mount San Antonio Junior College (A) | |
| Riverside Junior College (PP, A) | |
| Sacramento State College (B) | |
| San Bernardino Valley College (A) | |
| San Diego Junior College (A) | |
| San Francisco, City College of (A) | |
| San Francisco State College (B) | |
| San Jose State College (B) | |
| San Luis Obispo Junior College (PP) | |
| Sequoias, College of the (A) | |
| Shasta College (A) | |
| Southern California, University of (PP, A, B, M, D) | |
| Georgia | |
| Georgia, University of (PP) | |
| Hawaii | |
| Hawaii, University of (PP) | |
| Illinois | |
| Chicago, University of (PP, D) | |
| Illinois, University of (M, D) | |
| Northwestern University (PP) | |
| Indiana | |
| Indiana University (PP, B, M) | |
| Notre Dame, University of (M) | |
| Purdue University (PP) | |
| Iowa | |
| Iowa State College (PP) | |
| Iowa, State University of (PP, M) | |
| Kansas | |
| Kansas, University of (PP) | |
| Wichita, Municipal University of (B) | |
| Kentucky | |
| Louisville, University of (PP) | |
| Louisiana | |
| Louisiana State University (PP) | |
| Maryland | |
| Maryland, University of (PP, B, M, D) | |
| Massachusetts | |
| Boston University (M, D) | |
| Harvard University (LL.B. Criminal Law) | |
| Northeastern University (PP) | |
| Michigan | |
| Grand Rapids Junior College (A) | |
| Michigan State University (PP, B, M) | |
| Minnesota | |
| Minnesota, University of (PP, B) | |
| Mississippi | |
| Mississippi, University of (PP) | |
| Missouri | |
| Missouri, University of (M) | |
| Nebraska | |
| Nebraska, University of (B, M, D) | |
| New Hampshire | |
| New Hampshire, University of (PP, B, M) | |
| New Jersey | |
| Rutgers University (PP) | |
| Seton Hall University (A) | |
| New York | |
| Brooklyn College (PP, A) | |
| Buffalo, University of (LL.B. Criminal Law) | |
| Columbia University (PP) | |
| Deleahanty Institute (PP) | |
| Elmira College (A) | |
| New York, City College of (A, B, M) | |
| New York Institute of Criminology (PP) | |
| New York University (M, D) | |
| Russell Sage College (A) | |
| Spadea School of Investigators (PP) | |
| Syracuse University (PP) | |
| Ohio | |
| Ohio State University (B, M, D) | |
| Ohio University (B) | |
| Western Reserve University (PP) | |
| Oklahoma | |
| Oklahoma, University of (PP) | |
| Oregon | |
| Oregon, University of (PP) | |
| Portland State College (PP) | |
| Puerto Rico | |
| Puerto Rico, University of (PP) | |
| Rhode Island | |
| Rhode Island, University of (PP) | |
| South Carolina | |
| South Carolina, University of (PP) | |
| Tennessee | |
| Tennessee, University of (PP) | |
| Texas | |
| Houston, University of (B) | |
| Sam Houston State Teachers College (B, M) | |
| Texas, A & M College of (PP) | |
| Utah | |
| Utah, University of (M) | |
| Washington | |
| Everett Junior College (PP) | |
| Olympic College (A) | |
| Washington, State College of (B, M, D) | |
| West Virginia | |
| Marshall College (PP) | |
| Wisconsin | |
| Wisconsin, University of (PP, B, M) | |

It will be noted that eighteen states and the District of Columbia seem to be without law enforcement programs: *Western*, Colorado, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Wyoming; *Southern*, Alabama, Arkansas, Delaware, Florida, North Carolina, Virginia; *Northeastern*, Connecticut, Maine, Pennsylvania, Vermont.

A Personal Opinion

The writer strongly feels that a high school education or its equivalent should be set as the absolute *minimum* educational qualification for the American police service, and that energetic steps should be taken to elevate the educational entrance requirement to that of a college degree.

The modern police task is complex and demanding; it can be effectively accomplished only by superior personnel. There is, in the writer's opinion, as great a logic in requiring a college degree for the local law enforcement officer as there is for the federal agent. The local officer is, first of all, a law enforcement generalist; he must know federal law, state statutes, county and municipal ordinances, and criminal procedure. He must know how to make intelligent crime scene investigations, how to interview witnesses, and how to interrogate suspects; to do these tasks properly, he must not only know the technical applications of police science, but also the practical applications of anthropology, psychology, and sociology. He is, on numerous occasions, called upon to make decisions of the greatest consequence without time for lengthy deliberation or consultation, and he must exercise wisdom and excellent judgment in deciding whether to warn, to cite, or to arrest—hence he must be forearmed with the maturation and philosophical acumen of the liberal arts regimen. He is charged with the most delicate task of preserving the peace and restoring that peace whenever disturbed, and he must exercise the greatest tact and diplomacy if he is to achieve his purpose and yet retain the confidence and respect of the citizenry. No poorly educated or half-trained police officer can meet such strains: he will falter, and the press will have one more example of police deficiency to parade before the American public.

Certainly, a four-year technical education at a college or university is not necessary for a young man who wishes a law enforcement career and who will pursue it in the traditional fashion, for he could learn the basic principles in a far shorter period. It is the *broad* education of the police officer that is important as long as police leadership is "up from the ranks"; and college graduates entering the police service should acquire the perception, perspective, and understanding obtained from the disciplines of English, history, philosophy, political science, psychology, sociology, and anthropology, in addition to the knowledge obtained in the

courses of study pertaining to the specialized operational and administrative skills and techniques of the police service. Only in this fashion can the law enforcement service of America be elevated to the competent and edifying level of our dreams.

The issue is clearly stated by the Civil Service Assembly of the United States and Canada:

In a career system it is necessary to select entrants with a view to promotion and to the level they may be expected ultimately to reach. *It is not enough to relate educational requirements only to those of the entrance position*¹ [italics added].

V. A. Leonard is even more blunt:

The full implications of professional police training at the university level in terms of sound public policy can be best understood from the standpoint of results. As these men, university trained . . . move upward on the scale of management to positions where they can influence policy and administration, the cities of this nation will begin to receive the calibre of police service to which they are entitled.²

It would seem that the academic world can well be proud of the rapid and continuing growth of law enforcement training, for a soundly educated and properly trained police service is a *sine qua non* for a healthy democracy of free and happy people. Educational administrators are to be commended for their assistance and support in developing these programs which will produce an ever more competent and ever more edifying administration of criminal justice, and thus promote the common good.

¹ Civil Service Assembly of the United States and Canada, *Recruiting Applicants for the Public Service* (Chicago: Civil Service Assembly, 1942), p. 12.

² V. A. Leonard, "University Training for the Police Profession," *Encyclopedia of Criminology* (New York: The Philosophical Library, 1949), p. 503.

University Music: Theoretical or Applied?

By GORDON EPPERSON
Louisiana State University

The study and performance of serious music in the United States are being carried on today, very largely, under the aegis of colleges and universities. The musical manifestations to be observed on most campuses are impressive in their variety. Choral groups, orchestras, opera "workshops," string quartets in residence, composers in residence: all these now enjoy academic sponsorship and protection, as do a galaxy of instrumental and vocal soloists. There are, in addition, numerous music educators, concerned primarily with the training of students who will be teachers in the secondary schools.

Specialists of two classifications are also prominent in this milieu: theorists, established analysts of musical structure, whose field is a battleground of ideologies, and who boast a few composers among their numbers; and musicologists, research scholars who are comparative newcomers to the campus. For present purposes I will speak of the activities of both groups as *theoretical*.

It is the responsibility of the music administrator to bring order into this diversity and, if possible, to harmonize it. His role is conspicuous, and he cannot survive without *savoir faire*. He must have extensive professional preparation. The multiple aspects of musical activity in the university are exhilarating, but few of them have been associated, until recently, with an academic environment, and they have raised many problems in the teaching of music in that setting.

Many institutions have complete schools of music, and offer professional degrees. To a great extent, these university schools have supplanted the traditional conservatories as dispensers of musical training. A few vigorous conservatories have survived independently; but many have found greater economic security and increased academic prestige through university affiliation. A remarkably uniform pattern of higher musical education prevails in all music schools which grant degrees (whether they have such affiliation or not) because their curricula follow the requirements of the National Association of Schools of Music, the

organization which fixes the standards of musical instruction at the college level.

Recently, courses of study for new doctoral degrees (designated Doctor of Music or Doctor of Musical Arts) in *performance* have been inaugurated, and are now being pursued in various graduate schools approved for the purpose. These doctorates are intended as "terminal" courses of study for those who hold the Master of Music degree. The Ph.D. in music, in the fields of scholarly research or composition, has been an approved degree for many years, and will continue to be offered.

The increased activity on the graduate level will mean a considerable expansion of music library facilities during the next few years, and a growing number of theoretical specialists will be added to graduate faculties as more and more schools attract doctoral candidates.

II

The adoption of music is one aspect only of that larger sponsorship of all the arts which the universities have undertaken. I cannot deal here with the objections which might be raised against the enterprise, though I have no doubt there are valid ones. But the sponsorship gives every evidence of continuing. There is much to hope for, culturally, in the alliance, as well as something to fear.

Because of the commercial orientation of our society, the university community is probably the only remaining place where musical study and performance can be carried on for the sake of the art itself. That music is not always cultivated with such pure ardor, even in the university, is evident.

Obviously the means of cultivation are not all of equal value. Is there, then, some yardstick for determining, among the various departments of music study, what should be given most importance?

I think there is. The main purpose of musical instruction should be to develop an awareness of musical values through direct contact with the art, for there is an apprehension which can be awakened by music and which is peculiar to it. Playing an instrument, singing, and above all, *listening*, are means to that awakening. Music study is a discipline which effects an evolution: everyone to some extent follows his own path and apprehends meanings for himself, but he also comes to recognize, objectively, the significant forms music has assumed; and he responds to the intrinsic value of great music on its own terms.

If music, studied as an art, imparts meanings of a nonverbal character, it is important to recognize this as its principal educative function; and the teacher must try to create conditions that will favor the acquisition of such knowledge by the student.

Musical experiences should be provided, in a variety of performances, from the wealth of literature—new and old—that is available. I do not mean that we should not also talk and write about music. On the contrary: this secondary, verbal activity is a healthful indication of concern for the art. The talking, the writing, and the reading of music history should nevertheless refer to the fundamental reality of *hearing*.

The composer's contribution is of central importance, but the composer must be the most acute listener of all. Otherwise, he may succumb to the fascinations of calligraphy. Much technically adroit contemporary work exhibits such a preoccupation.

III

I spoke of theoretical specialists in our midst, and I did not do so in disparagement. We need them all. The musicologists, in particular, have performed valuable services to the art through the application of scholarly techniques to the study of different musical epochs. Their researches have given us exact knowledge to replace sentimental tradition. The understanding of certain periods and their appropriate styles has been abetted by their work. A wealth of music from past times, moreover, has been reclaimed by these scholars, and their discoveries continue.

All this, however, does not make them musicians. Some of them are excellent ones, since musical skill and scholarship, happily, are not mutually exclusive. There is no doubt that breadth of mind and profundity of learning will somehow enhance a performance if the player possesses, at the same time, the more fundamental musical attributes, which cannot be expressed verbally.

The attempt to substitute verbal for musical symbols, to express music in words, is precisely the danger to music in its academic setting. There is a strong, unconscious assumption in our culture that everything "known" can be successfully translated into words. We seek the formula, the explanation; we substitute the verbal analysis for the thing it deals with. Theorists and musicologists are prone, by the very nature of their work, to assume that the symbols they use are actually music.

Music is something else altogether. Its language is a tonal, non-verbal one. Its real meaning, or value, cannot be talked about. Nor should the title of a piece (or a "program" which the composer himself or another may have attached to it) be confused with its *musical* meaning, which is found only in musical sounds.

I know an accomplished musician who speaks, seriously, of the literary associations of the Strauss symphonic poems as their "intellectual content"; and he is referring, he says, to intellectual content of the *music*,

not something extraneous. (The problem is to distinguish between the music and the labels attached to it. I cannot see how intellectual content can be ascribed to music itself, though its formal structure may reflect very strongly the intellectual equipment of the composer.) The malady is common, and has been ably described, in his *Autobiography*, by Stravinsky: "Music, for most people, interests them in so far as it refers to things outside itself, while evoking sensations with which they are familiar."

IV

Paul Henry Láng complains of anti-intellectualism in the art of music. Writing editorially in the *Musical Quarterly*, he says:

The administration of such a transcendental cultural patrimony cannot be entrusted to mere practitioners, however excellent, but must of necessity go to men who are of the same cultural denomination as their colleagues in the humanities. . . . The musician not schooled in the humanities lacks the imagination and intellectual equipment necessary to conjure up a world of art that is no longer his, a world of art that is filled with human problems and struggles. For the historian and critic of art is the historian of human consciousness and not of mere fiddles, kettle drums, triads, and first performances. In literature and the fine arts we have long since discarded a mere utilitarian approach at the college level. . . . It is a fallacy often encountered among professional musicians that music cannot be taught to the nonprofessional liberal arts student. On the contrary, one of the most important tasks of the college is to teach music to this type of student. . . .¹

I am in sympathy with Mr. Láng's aims, but he is not actually speaking of music at all; he is speaking of knowledge *about* music. Many musicians, admittedly, are wanting in such knowledge and are therefore not equipped (despite any arguments to the contrary!) to teach it to others. I think it is important to offer knowledge about music to the nonprofessional liberal arts student. Such knowledge is of real value, but should not be confused with the study of the art. I also believe it is possible to teach music to that student, if he is willing to undergo the necessary discipline. It would be futile, of course, to impose such discipline indiscriminately; and it is not necessary that all the teacher's work be of this rigorous kind. But if we are to discard technical disciplines in our teaching, we will be, musically speaking, dilettantes. Is this better than being practitioners?

Technique, true, can be put to utilitarian uses; it is a commodity. But it is also a means by which artistic values can be realized; and they

¹ *Musical Quarterly* (G. Schirmer, New York), October 1949, pp. 605-607.

cannot be realized, musically, without technique. Musical value, in other words, cannot be realized in the absence of performance.

The epithet "mere" for the practitioner seems gratuitous. I think Mr. Láng is assuming that a broad humanistic knowledge is a *sine qua non* for any college professor, and I imagine there are a few, though perhaps too few, performing artists who have such knowledge. But surely this kind of training, which is desirable and available, does not guarantee access to an official cultural denomination.

"Culture," says Alfred North Whitehead, "is activity of thought, and receptiveness to beauty and humane feeling. Scraps of information have nothing to do with it. . . . What we should aim at producing is men who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art."¹

Mr. Láng speaks, indeed, of the college as a company of men learned in their respective fields. A musician's field, however, is precisely his skill in music-making, which engages the entire psycho-physical organism, and demands the best he can produce. This, too, is "learned."

Whatever cultural denomination the musician belongs to will be reflected in his style; and style (again, according to Whitehead) is the mark of the expert. In responding to that style, we must apply relevant criteria. We listen to a violinist's rendition of the Brahms Concerto: something is demanded of us as well as of the soloist, and the occasion is serious enough for all concerned. If the artist (or, it might be, the mere practitioner; if so, he is aiming high) has a knowledge of Byzantine art, it will be in abeyance during his Brahms, though it may give him deep satisfaction at other times. If he has no such knowledge, a stirring performance of the concerto will nevertheless redeem him.

His concern, in this instance, is with applied music.

V

Fortunately, it is not necessary to choose between theoretical and *applied* music. It is necessary, however, to seek a dynamic balance of tensions between the two; and this is precarious, at best.

Music can flourish in the academies if its essential nature is understood. The attempt to crystallize the art by the use of labels will drive it elsewhere to seek life, and our music departments will be left with their classifications, and a dead body of knowledge *about* music. The university, traditionally, exercises a conservative role in society: it has obligations to the cultural patrimony. If the university can perform this important service and at the same time encourage *performance* of music

¹ Whitehead, *The Aims of Education* (Mentor Edition, New York, 1953), p. ix.

(new and old), we shall then have not a loss of vitality, but a musical renaissance.

Course work in the music department can certainly be improved further, though much progress has been made since Randall Thompson published his significant report, *College Music*, two decades ago. The musician of today is more literate than his earlier counterpart. His musical horizons are surely wider, and it is our splendid contemporary musical scholarship which has liberated him in this way.

But he has been liberated, let us hope, in order to be a better musician. Musical scholars, theorists, lecturers, educators (sometimes even those who are also practicing musicians) speak of music-making as *applied* music. This is the jargon of our academies. Actually, there is no music which is not applied. Music is an art which must be practiced; and it is the musician's glory that he is a practitioner.

However essential it is to have general agreement on guiding principles, centuries of legal experience have demonstrated that one cannot enforce law and principles in a vacuum. It is impossible to deal adequately with a "crime wave" without reducing abstractions to the realities of injuries inflicted by some persons upon others. This hardheaded generalization is true for the academic world. Although an invitation to investigate general tenure conditions at any institution is a challenge superficially persuasive, it yields in the end little profit. Although academic regulations soundly conceived to safeguard freedom and tenure must be enacted and defended, these rules in the last analysis are meaningless if divorced from their concrete impact upon individual teachers. The profession owes, therefore, a debt of gratitude to those who have asked for the intervention of the Association in their troubles. In the long run such intervention, if the individual's case is sound, is to his own advantage. The objective clarification of the facts in a tenure case, backed by the authority of the Association, may lead to a settlement of the issues, and in any case it kills rumor and uncertainty, the greatest enemies of academic reputation. But the determination to challenge rather than to accept an academic injustice may involve a momentary hazard, and certainly requires steadfastness during the slow process of correction. The improvement of tenure conditions at single institutions and for the profession as a whole has in large measure been initiated by the courage of individuals. For its effectiveness the Association depends upon a continuance of the willingness of the individual to take risks for the larger good.

From Edward C. Kirkland, *Report of Committee A for 1943*, *Bulletin*, 30: 16-17

Comprehensive Examinations in Economics at Denison

By **LELAND J. GORDON**
Denison University

Late in the afternoon of February 14, 1957,¹ four women and thirty-one men who were senior majors in economics at Denison University assembled with the chairman of the department to begin their specific formal preparation for their senior comprehensive examinations in June. The purpose of the meeting was to tell the seniors about the origin, history, and reasons for comprehensives, the type of examination, and suggested methods for preparation.

They learned that the comprehensive examining system began in 1934, and that after ten years' experience an evaluation resulted in significant procedural changes.² Their attention was called to the catalog statement that "the comprehensive examination is used to measure the ability of a student to correlate his knowledge effectively. Toward the end of his senior year, a student shall be examined on his command of the facts and principles in his field of concentration and on his ability to use this knowledge in new situations. . . . *The comprehensive examination must be passed in its entirety if the student is to be graduated.*"

Each senior was then given a copy of the immediately preceding examination, copies of which also are on file in the Library. The method used in constructing that examination was explained. Each staff examiner and each visiting examiner had been requested to submit five questions, any one of which he would be satisfied to see in the examination. Toward the end of April, each of the 45 questions in the pool was ranked by each staff member in order of preference. In staff meeting, the 16 preferred questions were selected for use in the two written examinations. No suggestions were made to the examiners, nor were any restrictions placed upon them. Any question within the area of economics could be submitted. There was no reference to the courses stu-

¹ This article was submitted in August, 1957, but publication has been unavoidably delayed.—*Editor*.

² See Harold H. Titus, "Ten Years' Experience with Comprehensive Examinations," in *Bulletin of the American Association of University Professors*, Volume XXX, No. 2, Summer, 1944, pp. 243-251.

dents had had. All candidates were required to answer the first question, but then might choose any three of the remaining seven in each paper. This wide range of choice has proved adequate to protect the students against questions for which they are not prepared. Any senior properly qualified for the examination can certainly find three questions which he can discuss intelligently. Examiners may submit any type of question, but the most usual is the essay type, which tests students' ability to apply the principles of economics to a current problem situation.¹

Specific suggestions for preparation were then presented. Seniors were reminded that in a very real sense they had started their preparation for the comprehensive in the first semester of their first year. All of the courses in the department and the related courses in government, history, mathematics, philosophy, psychology, and sociology were relevant.

It was then recommended that each student prepare a plan for thorough and organized preparation to be followed in the weeks ahead. The value of working together in small groups was suggested. Students were urged to organize themselves into groups of three, four, or five members to prepare reports for one another on current topics and to meet once a week for discussion. This feature of the preparation plan has proved to be very successful. Staff members suggest current topics which the students would do well to follow closely, the purpose being to give them practice in applying principles to the solution of individual, firm, and public policy issues. In earlier years, tutorial and seminar plans were tried, but the results were unsatisfactory. This method of throwing the full responsibility on the students themselves has been in use fourteen years.

It was requested that study plans be prepared within the next two weeks and then presented to the chairman in a personal conference which ranged from thirty minutes to an hour. In that conference student and teacher examined the total record of the student, including his graduate record score. Specific suggestions, related to the strength or the weakness of each candidate, were offered. If a student's record was borderline, he might even be advised to postpone trying the examination. In most cases one such conference sufficed, but when student and teacher recognized the weakness of procrastination, a pattern of weekly or bi-weekly progress reports was arranged.

II

During the next fifteen weeks each senior was on his own. University regulations excuse seniors from all final course examinations. They

¹A few copies of the most recent comprehensive are available and may be secured by addressing a request to the writer.

are excused also from classes during the week just preceding the comprehensive, which is scheduled during the first three days of the final examination period. Through the years, the last three days in the week have been scheduled for senior comprehensives. On Thursday morning candidates write for four hours. On Friday they write their second paper, on which they may spend a maximum of four hours. The orals are scheduled for Saturday, and are usually over by lunchtime. Each candidate spends thirty minutes with each visiting examiner. This comes to a total of $9\frac{1}{2}$ hours of examining.

A final group-counseling session was arranged on the day before the first paper was to be written. Specific suggestions were offered on how to write a comprehensive examination. It was suggested that the students read through the entire examination before doing any writing, jotting down notes on their first reactions. Having chosen the questions on which they wished to write, the next suggestion was to prepare an outline. In the actual writing of an answer, it was recommended that they state and explain the applicable principle and then apply it to the problem presented. In doing so they should analyze the situation fully and give reasons for their answers. For many of the comprehensive examinations there is no right or wrong answer. One purpose of a question is to test a candidate's ability to think logically in economic terms. It is quite possible for two candidates to take opposing positions on an issue and for both to be graded highly.

An important part of the examining procedure is the oral, the purpose and nature of which were then explained. The primary purpose of the oral examination is to give borderline candidates an opportunity to improve upon their written work, especially on questions on which they did poorly. Candidates do not fail on the basis of oral performance alone. This means that if a candidate goes into the oral with a satisfactory paper behind him, he cannot fail. If he has written a failing paper he is given an opportunity to improve. This is because it is recognized that some people write well and others speak well. There is the possibility that a student may have misinterpreted a question, or that he may have gone off on a tangent. Very quickly an examiner can discover whether a candidate knows more about a question than his written answer indicates. All candidates are examined, even though there may be no doubt as to the quality of their work. This is done so that those for whom the oral may be the deciding factor will not be under unusual tension.

University regulations require that oral examinations be open to the public, but usually there are not any visitors. Sometimes a junior will sit in, and once in a great while the Dean or a colleague from another department.

Students are then told how decisions are reached. After reading the papers, the examining team of two or three professors compare their judgments. Then, after the orals, they meet again to compare their final judgments. If, in the judgment of all examiners, a candidate averages at least 60 per cent on his written work, he passes. If the visiting examiner grades a candidate below 60 he fails, even though staff examiners may vote to pass him. If the visiting examiner and one staff member vote to pass a candidate, he passes. If the visiting examiner votes to pass, but the two staff examiners vote to fail, the papers shall then be read in their entirety by all visiting examiners and by all staff examiners, and the majority decision shall prevail.

III

Colleagues from other institutions often ask, "Does anyone ever fail?" The answer is that some candidates have failed, but not many. Everything possible is done to avoid failures, not only because of the possible psychological reaction, but because graduation depends upon passing the comprehensive. Even though a candidate may have a B average in his major field, he cannot graduate if he fails the comprehensive. If students do satisfactory work through their sophomore, junior, and senior years and prepare conscientiously for the comprehensive, they are not likely to fail. Sometimes students are advised by letter that in the considered judgment of the staff they are not yet ready for the comprehensive. They are told that if they insist upon taking it they do so on their own responsibility. In almost all cases of failure, students have received such official notice. There was one case, however, in which a man had a B average but failed badly. In the difficult conference which took place immediately after the examination results were made known, the candidate admitted that he had made no formal preparation. He thought he could pass without special study, and took a chance. On his second try he was number one in his group.

Since 1944, comprehensives have been given eighteen times. During the years of heavy enrollment, substantial numbers of candidates have taken comprehensives in January. Altogether, 273 candidates have been examined, of whom seven failed on the first attempt. This is a failure rate of 2.5 per cent. Students may attempt the examination again at the first regular examining period. Of the seven who failed, five repeated the examination and passed on the second try. The net failure rate, therefore, has been 0.73 per cent.

About two weeks before the examination, students receive a letter telling them who the visiting examiners will be and giving biographical data. The purpose of this is not to suggest to the student that he read

every book or article an examiner has written, desirable as that might be. The fact is that he may already have read some of the examiner's writings, but with two or three or four visiting examiners, he has no way of knowing until the day before the examination which one he will draw. The purpose rather is to take the examiner out of the realm of abstraction and make him a living individual. In recent years, a pleasant and useful practice has developed in the pre-examination dinner for visiting examiners. Arrangements are made by a committee of students for a dinner at which the candidates meet all visiting examiners, and then sit with the one to whom they have been assigned. Through the dinner conversation they get to know their distinguished visitor, and then feel more at ease in his presence the next morning.

The policy of using visiting examiners was inaugurated at the time of the evaluation study in 1944. Since then, the Department of Economics has used visiting examiners for every examination. The policy has been to issue invitations only to men and women of professorial rank in well recognized colleges and universities.¹ The department is authorized to invite one examiner for every ten candidates. The honorarium has recently been increased to \$100 plus expenses. For purposes of economy, it has been the practice to invite one examiner from a nearby area for each examiner brought from a distance.

IV

It is the considered judgment of this writer, based upon twenty-four years' experience, that adoption of the senior comprehensive examination system by Denison in 1934 was one of the most significant educational developments in the history of the institution. Ten years later, adoption of the visiting examiner system strengthened the comprehensive examining program. The writer can still recall the remarkable change which that innovation wrought in the relationship between staff and students. Up to that time, staff members had the dual role of teaching and of conducting an examination upon the outcome of which graduation depended. It was a continuing struggle to prevent the so-called comprehensive ex-

¹ From 1944 through 1957 the following professors have served as visiting examiners: Arlt, Oberlin College; Bach, Carnegie Institute of Technology; Boulding, University of Michigan; Bye, University of Pennsylvania; Carlson, Antioch College; Christenson, Indiana University; Fetter, Northwestern University; Hand, Illinois Southern University; Hayes, Ohio State University; Herbst, Ohio State University; Hewett, University of Cincinnati; James, Ohio State University; Jome, DePauw University; Kebker, Ohio Wesleyan University; Lester, Princeton University; Lewis, Oberlin College; Mayer, Miami University; McMillan, Western Reserve University; Patton, Ohio State University; Titus, Kenyon College; Turnbull, University of Minnesota; Warne, Amherst College; Weiler, Purdue University; Wilcox, Swarthmore College; Wooster, Oberlin College.

amination from degenerating into a glorified substitute for final course examinations.

The use of the visiting examiners changed all that. At once staff members became the friendly and helpful counselors of students who faced the challenging and difficult task of demonstrating to an objective examiner from another institution that he knew enough economics to meet the testing standards of that visitor. When a man passes such an examination, he has the satisfaction of knowing that his knowledge of economics has stood a severe test.

Some critics of the system contend that the tension is too great for undergraduate students, and that the disappointment of failure a few hours before Commencement is more than a young person should be expected to bear. On the contrary, a student who has grown in stature and wisdom and who has prepared properly approaches the comprehensive as a climactic experience. It presents a challenge comparable to the challenges which young people continually create and meet in athletics, forensics, and theatre. It is a measure of growth and maturity. Rarely does a qualified student fail. More commonly the marginal or mediocre student rises to unexpected heights of achievement and gains deep satisfaction in doing so.

Experience with the oral examination has been interesting. It must be remembered that much of the pressure is taken off by the assurance that no candidate will ever fail on the basis of his oral performance alone. Knowing that he can only improve the impression he has made in his written work, most candidates rise to the opportunity and perform not merely adequately but impressively. On rare occasions a student may "clutch," but a mature, understanding, and friendly examiner knows how to help such students recover their poise. One of the values of the oral is the experience it provides in learning to think under pressure. Many students have testified that subsequent job interviews were made easier by their experience in the oral examination.

There are values in the visiting examiner system for staff members also. It is a stimulating experience to be associated professionally with distinguished professors from other institutions. The experience is particularly valuable for younger staff members.

In addition to being a stimulating experience, it is a challenge to have outside examiners test the quality of one's teaching. Professional pride prompts each to do the best job he can from day to day in the hope that his students will perform creditably in the presence of the outside examiner.

After the dinner on Friday, it is customary to go to one of the staff members' homes for an evening of discussion. These are experiences none who experience them will forget. For example, in 1956 Kenneth

Boulding was writing *The Image*, and gave our small group the benefit of a preview.

After the examiners have left the campus, they are urged to write a letter of evaluation. If they have found weaknesses, we want them to tell us. And they do. Early in the second semester of each year, those letters are circulated and then discussed in staff meetings. Honest attempts are made to meet the criticisms by strengthening and improving our teaching and examining methods.

The Class

They watch, amused, and not entirely blank,
As if I were some harmless nut, a crank
Intent upon God knows what senseless stuff—
Odysseus, so it seems, or Troy—enough
To keep me occupied; and, too, perhaps it earns
My way, such as it is. Attention turns,
You could call it that, from Homer to the clock
Where something may be learned without the shock
And puzzlement of nerves; for how is she to grieve
At Helen's lapse, or webs fidelity must weave
Against the dark, she who is young and light
And thinks of suitors in another way? What blight
Of time and hope knows he who has not failed
Just yet in faith? whose hand is firm, unquailed?
Or yet do I, the edgeless, bald-pate joke,
See Troy burned? the goddess hid—in tobacco smoke?
Adjournment comes to save us from the truth,
And coffee cups and jest from wonder's vespine tooth.

John Z. Bennett

What Value Emeritus Membership?

By THOMAS A. MALLOY, JR.

Massachusetts State Teachers College at Fitchburg

The question has frequently been raised within my hearing, "What is the value of Emeritus membership in the American Association of University Professors?" Since I have *experienced* what I believe is a valid answer, I feel that I should share it with as many of our members as possible.¹

A few days ago, I received a letter from a former colleague who now resides in Chicago, having reluctantly entered into the semi-oblivion of retirement only last June. To the letter, which was long and chatty, was appended as postscript: ". . . and don't forget, be sure to let me know as soon as possible when the Constitutional Meeting of our AAUP chapter will be held in October—as I'll do my best to be in attendance when I come east that month."

Why should a retired Emeritus member wish to return to the scenes of his academic anguish in order to attend a meeting of a local AAUP chapter? Our chapter membership is small—only ten members, including two emeriti and one associate member. We seldom seem to accomplish much, although we have tried in the past year to respond faithfully to all chapter letters and bulletins from the Central Office. At least once a year we get together for a dinner, cocktails, and some good speculative talk incidental to the main business of electing chapter officers. There might be many reasons for our erstwhile colleague's wishing to be with us—but I suspect that his most important one is that he knows that he will be welcome—and useful.

II

This knowledge stems from a precedent which was established by our chapter three years ago, upon the occasion of the first retirement of a chapter member from active service. Since we had then been organized as a chapter for less than two years, we were young enough and brash enough to be reckless with the meager funds that had accumulated in our chapter treasury. In recognition of our departing member, the

¹ The experience here related was not at the author's present institution.

chapter voted to accord her a ten-year Emeritus membership, and in due time our chapter secretary dispatched a letter to the General Secretary (with a \$10 check enclosed), requesting that it be made a matter of record that Professor Mabel Wilson had been transferred to Emeritus membership with dues fully paid to January of 1965.

This, we all felt, was a nice gesture. When the chapter spokesman, at the usual dinner accorded a faculty member upon retirement, read the reply in which the General Secretary noted the Association's "appreciation of the form of the chapter's highly appropriate tribute" and extended his "personal and the Association's warm good wishes for a happy and fruitful retirement," most of us were congratulating ourselves on a job well done, and turning our thoughts to more mundane and selfish speculations. Our spokesman continued by reminding our departing colleague that our chapter constitution contained a clause or two of which he wished to refresh her memory. (Most of us needed our memory refreshed—we hadn't looked at the constitution since we had, by voice vote—with none dissenting—accepted it two years before.) The clauses he referred to follow:

Article III, Section One: Members who retire are members emeritus of the local chapter, and, as such, are welcome to participate in all activities of the chapter, without assessment.

Article III, Section Five: . . . members emeritus are entitled to vote for all officers of the chapter, and to vote on all questions submitted to the membership at a regularly scheduled meeting.

Those of our membership present at that meeting did not realize that we were setting a precedent, or give much serious thought to its possible consequences. Thenceforth, however, our chapter secretary made it a regular practice to notify our one emeritus member of all meetings. In the years that have since passed, this former colleague and present fellow chapter member, in shouldering the burden of chapter duties—and chapter woes—has been the most *active* member of the chapter. She once remarked that, for the first time in the period of her membership, she was enjoying the opportunity of reading every article in the *Bulletin* with a critical interest. She added that the opportunity to participate in and contribute to chapter activities had brought a meaning to academic fellowship the like of which she had never previously appreciated.

III

Well, what of Emeritus membership? Have we as a chapter gained or lost a member? To what extent have this member's retiring years been enriched by knowing that her status is not materially changed with

our group, except to bring to us a greater realization of her value? What of the national organization? I know, of course, that the ten dollar check which we have twice sent to Washington will not cover the cost of the *Bulletins* which the Association contracts to send to Emeritus members over a ten year period. I do suggest, however, that an interested retired member can do much in sound public relations—in publicizing and upholding the basic principles, the support of which is the *raison d'être* of our Association. The finest loyalty is that which is given when time and conditions no longer demand loyalty.

Perhaps there are more weighty arguments for Emeritus membership. If so, they have not yet touched this writer's experience, but the experience here outlined seems to answer the question,

"What value Emeritus membership?"

. . . The college you [parents] look at will be only as good as and a little better than the men and women who teach in its classrooms and who sit at their counseling desks. You should try to meet some of these people before you commit your children to their care. You may say in all modesty that you don't feel capable of appraising a college professor. May we answer in all modesty that the teaching ability of a professor is part of his character as a person; and that if a good businessman has no ability to appraise character in the people he meets, then he will not remain a good businessman for long. Far too many parents and prospective students, in visiting a college, never get beyond the Admissions Director, the Deans of Men and Women, or possibly the President. Those people are frankly prepared—after all, it is their job—to sell the college. But they are not the people with whom your youngsters will spend most of their time. . . . If your time is limited, concentrate on the chairmen of departments. Do they strike you as people with human interest, or can they hardly wait to get away from you and back to their studies? Do they ask intelligent questions about your children, or do they give the impression that your children of course know nothing and must come as ignorant supplicants before the throne of grace? Do they themselves take part in the teaching of freshman courses,—this is a perfectly fair question for you to ask—or do they leave freshmen to their most inexperienced new instructors, or, worse yet, to their graduate assistants? Can they talk about anything outside their own field?—this is a telling test indeed, because on it often depends their ability to reach their students.

From an address, "The College Credit Rating," by Louis T. Benezet, President, Colorado College.

Should Academic Grades Regulate Participation in Campus Activities?

By DOYLE M. BORTNER

Hofstra College

With few exceptions, colleges extol the values of participation in campus activities. With few exceptions, they deny rights of participation to students whose academic standings fall below established averages.

In general, faculty members accept this apparent inconsistency without question, for they hold academic achievement in the classroom to be vastly more important than extra-class achievements in the gymnasium, club, theatre, publications office, or council room. But is academic achievement more important than extra-class achievement in the total learning process, or is it simply traditionally more respectable? The writer does not pretend to have the answer, but would suggest that both academic and extra-class activities are important to any program of college education which seeks to foster physical, social, and emotional as well as mental development. With the academic phase of college education well entrenched, the purpose here is to underscore the educational values of participation in campus activities as being significant enough to justify changes in the conventional rules which relate academic grades to rights of participation. Simply stated, it is proposed that all who attend a college should be allowed to reap the educational profits of participation in campus activities.

II

What are the educational values of participation in campus activities which are so significant that they should not be denied by the routine application of academic regulations? Very briefly but specifically, participation helps to (1) develop new interests, (2) promote good health, (3) stimulate creative expression, (4) develop social poise, (5) foster qualities of good citizenship—for example, initiative, cooperation, responsibility, leadership, intelligent followership, (6) provide practical experiences in business administration—for example, budgeting and handling accounts, (7) nurture the constructive use of leisure, (8) build

specific skills and appreciations—for example, athletic, dramatic, journalistic, musical, and (9) motivate acquisition of information beyond that ordinarily gained in the classroom. Other advantages commonly associated with campus activities—for instance, stimulation of student morale, student-faculty relations, and public interest—are of less concern here, since they are not educational values.

Some of the suggested educational values are intangibles in the sense that growth in them has to date defied accurate measurement. Yet, nearly every college pays homage to these intangibles in statements of objectives published in their bulletins. Integrity alone demands that the colleges seek to implement their objectives through every available means, including campus as well as classroom activities. Indeed, colleges that either ignore or oppose campus activities are expressing only pious hopes when they state that they seek to prepare young people for well-rounded lives. In reality, they may well be helping to prepare for a semi-parasitic type of living.

This does not mean that either a campus activities program or participation in it should be encouraged to grow without careful planning. On the contrary, an activity included in the program should be (1) educational and (2) geared to student needs and interests. This latter criterion suggests, incidentally, that the program ought to be flexible and subject to change as the student population changes.

At the same time, participation in the activities should be based upon guidance, as distinct from regulation. If the activities do have significant educational values, it just doesn't make sense to deny the right of participation to students below par for the academic course, at least not through the automatic application of rigid regulations. That this practice is common reflects an attitude carried over from the skeptical reception given early extra-class activities by college faculties, as well as a false assumption that activities are merely the fun side of campus life. Obviously, regulation must be replaced by guidance if concern for the needs, interest, and talents of individual students—superior as well as inferior—is to represent anything more than a dutiful statement of college objectives. Only guidance can encourage students most likely to profit from certain types of experiences to participate in activities most likely to provide such experiences. Only guidance can insure that the pleasure principle alone will not determine student choice of activities.

III

In reality, the conventional practice of relating the right of participation to academic average, besides ignoring the educational value of activities and the requirements of individual students, is lazy and un-

realistic. It is lazy because it is too simplified a solution. Can it be seriously claimed that the dividing line between full participation and no participation should be a single percentage point of academic achievement? Moreover, this system appears to make participation in activities the scapegoat for all academic failures, whereas it is quite obvious that failure may be due to a multiplicity of factors. Even where participation can be isolated as a probable cause of failure, it is clear that the student should have guidance with respect to balancing his academic and activity programs long before he reaches a supersensitive percentage point.

It is an unrealistic practice because academic average controls cannot be extended to all facets of campus and off-campus life. Students will usually find some means for satisfying their strong need for belonging to groups even if denied the right of participation in formal extra-class activities. They will seldom consent to becoming academic recluses.

In addition, it is unrealistic because it is poor preparation for life after college. In real life, one's activities away from his job are not controlled by a rigid system of rules and regulations. To be sure, he may well lose his job if his outside activities interfere unduly with it. But it will be his own responsibility to make the proper adjustment between his work on the one hand and his community and leisure activities on the other. A task of the college is to prepare him for assuming this responsibility by giving him responsibility, tempered with guidance, for ordering his own affairs. It cannot accomplish this task by sheltering him under a blanket of artificial regulations.

Finally, the relation of academic average to the right of participation may be quite unrealistic because there appears to be no adequate proof of correlation between degree of participation in activities and academic grades. Studies need to be made to determine the percentage of students who really are saved academically through denial of the right to take part in activities. But these studies should be concerned with the positive as well as the negative side of this issue. That is, they should discover whether participation in activities may not actually result in higher levels of academic work and greater retention of students in college. Certainly, we cannot overlook the possibility that participation in activities may result in lowered academic achievement. But neither can we afford to overlook the possibility that participation may help some students find their places in college society, with one result being better adjustment to its academic demands.

All this is not an argument for the lowering of academic standards. The point at which a student is separated from the college by reason of academic failure may remain unchanged. He will "flunk out" of college—just as, later, he will "flunk out" of his job—if he cannot, even with adequate guidance, make the necessary adjustments between studies and

other activities. On the other hand, this is an argument for reality, which dictates that one may participate in a society while he is a part of it.

IV

As suggested earlier, the recommendations set forth here make an effective guidance program mandatory. If the values of participation in campus activities really are important for the development of well-rounded personalities—a professed aim of college education—the challenge facing guidance personnel is that of promoting participation in accordance with individual needs, interests, and talents.

Guidance should be centered in the Dean of Students office. This office should (1) provide adequate information with respect to the activities program, (2) advise students concerning their choices of activities, (3) help individual students whose participation appears to be either too restricted or too extensive to analyze their own problems and make decisions accordingly, and (4) encourage a spread in participation so that all students have a chance to engage in activities. In accomplishing its responsibilities, the guidance personnel will be motivating some students to participate more, particularly those who are concentrating only on the academic side of college life. At the same time, it will be encouraging others to participate less, particularly those who neglect the academic side or who spread themselves too thin. While they will advise some students to lighten their activity loads in order to devote more attention to academic matters, they will advise others to lighten their academic loads in order to devote more attention to activities.

Let's plow under the tradition which would regard campus activities as nothing more than the fun side of school. Let's capitalize upon them for what they can be—useful educational experiences.

Chapter Rating of University Administrations

ANONYMOUS

One hears much today about the increase in college enrollment which is expected in the next decade. College student bodies are expected to double; physical facilities of higher education must be greatly increased; college faculties must somehow acquire the added members necessary to staff these expanded operations. One result of this growth will be a greater movement of faculty members from one institution to another. Competition for instructional personnel will be keener. In all of this growth and shifting about there is a service which the American Association of University Professors can provide its members, a service unlikely to be afforded by any other agency or group on a systematic basis. This service is chapter rating of university administrations.

When an applicant for a teaching position is weighing various factors, prior to accepting or declining a position, he may find that there is some information which he would like to have but which he is unable to obtain. When he receives a definite offer, he is told the salary he will receive; he is also informed of other conditions of the appointment, and probably he has received some information about the prospects of re-appointment if the offer is of a term nature. From discussions with department head and dean, and very likely from a visit to the campus and community, he knows something about living accommodations, the school system which his children would attend, and the cultural resources of the community. There is, however, one thing which he may not be able to learn before making up his mind: what do the faculty members think of their institution and their positions in it? Are they generally satisfied, or are they restive, perhaps bitter, or even afraid?

Sometimes an applicant may have personal contacts in a position to supply him with an accurate and confidential appraisal of the situation. Often, however, this is not the case, and then our applicant is on his own. He knows that president, dean, department head, and other officials are (like himself) on their good behavior in the course of any formal interview; they are not likely voluntarily to display any dirty linen. Of

course, the applicant may have been turned loose on the campus to question faculty members and students at random. But at best such investigations are sketchy, and the persons interviewed may be other than wholly frank when cornered by a stranger.

Where the administration has been formally censured by the American Association of University Professors, the applicant is forewarned that all is not well. The list of censured administrations is small, however, and our applicant is likely to be concerned with other institutions than those which have acquired the dubious distinction of censure. Here the local chapter may come to his aid. Would it not be possible for the members of each chapter, acting anonymously as individuals, to rate their institution on those points which are of interest to prospective teachers? Would not the members of the chapter be doing a service not only to the prospective faculty member but also to themselves by cooperating in such a project? Could not the Association make available such ratings to any member requesting them?

II

The proposal made here would work as follows:

1. A committee of the American Association of University Professors would draw up a uniform rating questionnaire, copies of which would be distributed to the chapters.

2. The chapters would decide whether they wished to participate in the project. Where a chapter elected to participate, its officers would arrange for the distribution of the questionnaires, the tabulation of the replies, and the transmitting of results to the Association's General Secretary. Cooperating chapters would be asked to repeat the rating process at reasonable intervals to keep the results current with developments at their institutions.

3. Upon request (perhaps for a service fee), the General Secretary would supply to any member of the Association, on request, a copy of the chapter rating of a particular institution. This copy would be a duplicate of the summary sheet transmitted by the chapter itself to the General Secretary. As a matter of information, each rating should set forth the number of members of the Association in the institution, the ratio of members to total faculty, and the percentage of members responding to the questionnaire.

4. In making available the rating, the General Secretary would also make clear that the Association assumed no responsibility for the ratings, but was merely, as a service to its members, transmitting the opinions of members attached to the institution. The views expressed in the ratings would be the results of unsigned questionnaires, with replies compiled

and summarized by individual chapters. The prospective applicant would have to decide for himself what weight he would attach to the results.

What should be included in the questionnaire itself? This question should be given careful thought, but it is suggested that members should be asked to rate their institutions (excellent, good, fair, poor, etc.) on the following:

1. Are faculty members or their elected representatives adequately consulted on new administrative appointments (president, deans, department heads)?

2. Are faculty members adequately consulted on new appointments to teaching positions within their departments?

3. Are promotions and salary adjustments meritoriously and impartially determined?

4. Do faculty members feel free to express criticism of any aspect of the institution's activity?

5. Do faculty members feel free to express their personal opinions on political and social issues, both inside and outside the classroom?

6. Do faculty members or their chosen representatives participate significantly in the formulation of policies affecting admissions, courses and curricula, honorary degrees, scholastic requirements, honors and prizes, student activities, and the economic welfare of the faculty itself?

7. Are faculty members generally satisfied that any disagreements or disputes concerning the status of a particular faculty member will be impartially and fairly settled?

8. Does the individual faculty member have reasonable freedom to develop and present his own courses (those which he does not share with other members of the instructional staff) as he thinks best?

9. Do faculty members feel that their private lives are free from unreasonable interference from both administration and community?

10. Do faculty members believe that adequate recognition is given to publication and other evidence of improvement in the faculty member's chosen field? On the other hand, do faculty members believe that undue pressure is exerted on them to publish?

11. Do faculty members believe that their position in and acceptance by the community in which the institution is located is satisfactory?

12. Are faculty members generally satisfied that tenure is secure, within the terms of the 1940 Statement of Principles?

The above are examples of the kinds of information which the applicant often would like to have, but is just as often unable to obtain until it is too late to do him any good. In other words, it is the kind of in-

formation he may acquire after he has accepted a position, but which frequently eludes him in the investigative period prior to acceptance.

III

There are, of course, objections which may be raised to this proposal. In the first place, it may be argued, it puts the Association in the position of a self-appointed accrediting agency of a somewhat specialized sort. As already noted, however, the Association would assume no responsibility for the ratings; it would merely serve as a clearing house for those chapters and members who wish to exchange such information. The interested individual would place his own value on the rating of a particular institution, and would determine how this evaluation should affect his decision in reference to his own particular circumstances.

It may be argued further that ratings based on questionnaires answered anonymously are unfair to the institutions and to their administrations. It should be recalled, however, that faculty members in some institutions have been rated by anonymous student questionnaires with administrative consent and participation. Furthermore, the well-conducted institution should have nothing to conceal and should welcome the opportunity to secure a good rating and the advantages of such a rating in recruiting staff.

There may also be an objection that anonymous questionnaires will merely provide an opportunity for the chronic malcontent to trumpet his many dislikes. No doubt there would be replies of this type. Yet, if a chapter membership accepts the idea in the first place (and no chapter would be compelled to participate), then enough members should respond to make the rating truly indicative of faculty opinion and not just an expression of a few grumblers.

Perhaps it may be objected that a chapter's rating of its institution would hardly remain a secret among members of the American Association of University Professors. Actually (and especially in the case of a state university or other publicly supported institution), there may be good reason for a chapter to publish its rating in any case as a matter of public interest and concern. Admittedly, secrecy would not only be difficult, but might give the whole project a sinister air which it does not deserve.

Finally, it may be objected that the proposal involves largely matters of subjective judgment. This is quite true, and it is the point to the whole project: a prospective faculty member is often interested in intangibles, in the general "feel" of the institution, in things which cannot

be quantitatively measured. It is the contention of the author that these are the things which can best be supplied (though admittedly not perfectly supplied) by the resident faculty, and that the American Association of University Professors may legitimately take the lead in disseminating the views of faculty members about their institutions. In so doing, the Association can in the years to come contribute to a better employment of teaching resources by helping to steer competent teachers in the direction of those institutions affording the better intellectual environments.

A Thesis Is Words

*With Apology to Ruth Strauss, Author of
A Hole Is to Dig*

A THESIS is to play with words.

FOOTNOTES are to tell the names
of people who said it first so
you are allowed to say it.

QUOTES are the same thing
someone else said.

STATISTICS are to make people
think you are smarter than
other people.

A DOCTORATE is what you get for
playing around with words to
make people think you are smart.

INTRODUCTION is to give you a
chance to say a lot more.

APPENDIX is something that
you wanted people to see but
couldn't find a place for.

SUMMARY is to say everything
over again that you've already
said.

CONCLUSION is when you've nothing
else to say but you have to say some more.

BIBLIOGRAPHY is to put some names
of important people in.

E. B. Higgins

Personnel Administration in a Department of Political Science

By BENJAMIN E. LIPPINCOTT and CHARLES H.
McLAUGHLIN

University of Minnesota

At a time when social scientists are beginning to examine the dynamics of small group relations, it is remarkable that so little attention has been given by university staffs to the relationships within the immediate organizations in which they work. Although political scientists have written extensively upon local, state, national, and international governments, their reflections upon the government of their own departments, colleges, and universities have been confined to a few colleagues or have been lost in the bosom of their families.

The governmental arrangements of American universities present a curious situation in which scholars participate as citizens in a democratic order, but as professional men work under authoritarian administrative structures, tempered here and there by democratic procedures. Sometimes the formal institutional apparatus is a very imperfect guide to the actual political process which controls staff relationships and personnel policies. Both structures and processes are often imbedded in traditions of some antiquity, so that they resist improvement even at the hands of benevolent and progressive administrations. It is to be feared, too, that faculties have often settled into habits of passive acceptance which prevent their making any positive contributions to personnel practice.

There has been little exchange of experience on these matters between faculty and administration, and among faculties themselves. To be sure, there has been an exchange at the personal level, but little attempt has been made to define, to clarify, and to set down the rules by which faculties are governed at the departmental, college, and university level. Given the democratic spirit that animates most governing officers and faculties, and the interest in improving the conditions of teaching and research, it seems that a wider sharing of experience with regard to personnel practices would be welcome. It is in this spirit that the

following code of personnel principles and procedures, which has proved effective in the experience of the Department of Political Science at the University of Minnesota, is submitted.

It should be recalled that members of the American Association of University Professors and the American Federation of Teachers at the University of Minnesota turned, in the late thirties, to an examination of prevailing principles of government and conditions of work at their institution. As a result of this study, and of the active cooperation of the University administration, a tenure code was developed which stands as a Magna Charta of academic freedom. The principle of faculty consultation in the choice of a new president and a new dean of the graduate school also was adopted. Still another fruitful result was the adoption by the faculty of the Arts College of a set of general principles dealing with the organization and procedures of departments.

Useful as these general principles have proved in securing greater responsibility upon the part of department chairmen, and wider participation by members of departments in the determination of policy, they left untouched many important questions of personnel policy. The Department of Political Science at the University of Minnesota, which has enjoyed a long period of democratic development of its personnel practices under the leadership of a series of vigorous chairmen, concluded that it would be useful to codify these practices as a standard for future action, spelling out in some detail the principles governing relationships of members of the department and the conditions of work essential to the fulfillment of their function. These principles and procedures are an attempt to apply democratic principles to a department of political science within the framework of a large state university.

Acting under departmental instructions as a small drafting committee, the writers of this statement first attempted to reduce to order the accepted practices of the Department and some of the principles understood to animate them. Their draft was then considered, paragraph by paragraph, in a number of meetings of the full Department and reworked in the light of these discussions until it obtained general approval. It is to be understood as a codification of existing rules which have long governed departmental practice—a substitution in the interest of certainty and precision of a written for an oral tradition.

It is hoped that this document, which here follows,¹ will stimulate other contributions upon this subject.

¹ The statement is given as revised in February, 1956.

Personnel Principles and Procedures

Introduction

The following is a statement of the principles and procedures adopted by the Department of Political Science with respect to personnel. It is the result of the Department's systematic reconsideration of the practices of many years. The statement is presented for the information and guidance of the members and officers of the Department, and may be especially helpful to new members. The principles and procedures stated are, of course, subject to revision by Departmental action, and are subordinate to the regulations of the College of Science, Literature, and the Arts and of the University, as interpreted by the Dean of the College and the President.

It should be noted that the Department of Political Science is organized in accordance with the rules of the College of Science, Literature, and the Arts, which provide that:

A department shall consist of a chairman or head and all professors, associate professors, assistant professors, lecturers, and instructors. Each department shall hold at least one meeting in every quarter for the consideration of matters of common concern, such as recommendations for the appointment of new members (including assistants), decisions concerning the departmental curriculum, and all other matters involving departmental policy. Recommendations concerning the departmental budget shall be made to the Dean by the chairman or head of the department, after consultation, preferably collective, with those members of the department senior in rank to the group in regard to which recommendations might be made. Such consultation should be made a matter of record in the recommendations. Agenda for the meeting shall be circulated in advance, and at all departmental meetings minutes shall be kept which may be examined by any member of the department at any time. (Minutes, Faculty Meeting, May 19, 1941.)

I—Appointment of Personnel

1. In the appointment of new staff members, the guiding principles shall be (1) the maintenance of the highest professional standards of teaching and research, (2) the preservation of internal harmony among the staff, and (3) the provision for adequate career opportunities. In implementing these principles, attention shall be given to securing the distribution of staff among the several ranks and age groups, and to equitable opportunities for promotion.

2. In recommending the appointment of new personnel, the Department shall endeavor to secure a staff which avoids inbreeding and reflects varied educational and professional experiences.

3. Appointment of new staff members to regular teaching or research positions or to special lectureships shall be recommended by the Chairman in accordance with the judgment of all staff members having tenure. Other members of the Department may be informally consulted. Such appointments shall be the subject of discussion in at least one meeting of the Department, after report by the Chairman or by a committee of staff members which has examined the qualifications of available applicants.

Except where the applicant for appointment is personally known to

several members of the Department, no departmental recommendation for appointment to a position carrying tenure shall be made without a previous visit to the University by the applicant, unless by vote of the Department.

a. Assistants

4. Appointment of teaching and research assistants shall be made upon the basis of departmental decisions, reached in a regular meeting, after report by a committee which has examined the qualifications of applicants or other available students. The Chairman is authorized to act independently when this procedure is not possible, but is expected, in such circumstances, to utilize committee findings and to consult other staff members who are available.

5. When other qualifications are nearly equal, the Department shall endeavor in selecting assistants to obtain a distribution of experience in the principal fields of departmental concentration, so that assignment of experienced assistants can be made to all courses and research projects where they are needed.

6. In the appointment of graduate assistants, it shall be the policy of the Department to rank all applicants in order of merit, taking into account, in determining "merit," scholastic ability, experience, and other relevant considerations, and preferring incumbent assistants, as such, to other applicants.

b. Temporary Instructors

7. In recommending appointments of instructors or research fellows for temporary service the Department shall, when other qualifications appear nearly equal, prefer the most experienced teaching and research assistants. This rule shall not be applied in situations where the abilities or experience of other available persons are clearly superior to those of incumbent assistants.

c. Regular Staff Members

8. Recommendations for renewal of nontenure appointments, for nonreappointment of staff members who are not under tenure, or for admission of staff members to tenure, shall be made by the Chairman only after consultation with all staff members who have already achieved tenure.

9. Members of the staff on nontenure appointments shall be recommended for admission to tenure, subject to regulations of the University, as soon as their capacity for effective teaching and research, and their capacity for congenial personal relationships with the staff, have been demonstrated. Elimination of such members of the staff may be recommended as soon as incapacity is demonstrated in any one of these respects.

II—Promotion

10. (a) Recommendations for the promotion of, or of merit increases in salary for, members of the regular staff, shall be made by the Chairman only after consultation with all other staff members of rank higher than the person concerned. In the case of full professors, the Chairman shall invite the comments of all others of like rank. In considering such recommendations, emphasis shall be placed upon creative

research and writing and upon effective teaching. Account shall also be taken of administrative contributions and public services.

(b) The Chairman shall maintain individual personnel files for the several members of the Department, containing data relevant to their achievements in these fields. These shall be reviewed by the Chairman and by staff members who are required to be consulted by him in considering recommendations for promotion or for salary increases.

(c) Members of the Department shall submit annually for their personnel files a brief résumé of their work, including classes taught, publications, progress in research, administrative duties, services to the community, honors, awards, and commendations. This shall not exclude the use of forms authorized by higher administrative authority to the extent that they provide the required information. Members of the Department shall also be encouraged to supply for their files any other relevant information bearing upon the quality of their contribution. Every staff member shall place a copy of his publications (articles and books) in the Department Library.

(d) The Department recognizes the importance of the principle of merit in determining promotions and salary increases. For the present, however, it will endeavor to secure distribution of a substantial proportion of those funds available to it for increases in salary among all members of the Department, equally within each rank.

11. In the interest of effective control of tenure, promotion, and salary, the Department considers that staff members should not hold a rank within the Department unless they have departmental duty assignments occupying at least one-third of their time, with a corresponding commitment in the budget of the Department. This is not intended to affect appointments previously made.

III—Duties of Staff

12. The Chairman may invite new members of the staff to visit courses of other members for the purpose of observing course content and teaching methods. New staff members, without established teaching experience, shall be entitled to request visitation of their classes by senior staff members for the purpose of obtaining their suggestions and guidance. The Chairman will assist in making arrangements for such visits to classes under mutually agreeable conditions.

13. The teaching load of members of the staff is generally considered to be nine or more credits per quarter of course work, plus normal counseling and administrative assignments. In order to raise the level of teaching, and to encourage creative research and writing, upon which the reputation and relative scholastic standing of the University must depend, the Department shall endeavor to reduce teaching loads to six credits per quarter of course work, plus normal counseling and administrative assignments.

Unusually heavy administrative duties, special research projects, or approved consultative activities for students or public services, may constitute grounds for further reduction in teaching load, subject to the principle of approximate equality in total load. The Department reserves the right to review any research, administrative duties, or public services offered in lieu of teaching load, to determine whether these satisfy appropriate standards of professional significance.

14. Counseling of students who elect major or minor programs in political science at the Senior College or Graduate School level shall be the function of all staff members who hold a professorial rank, and shall be distributed among them as equally as possible, taking into account any special interest of staff members in counseling and the need to assign students to counselors who specialize in the field of the students' concentration.

In determining the counseling load, account shall also be taken of the counseling of students majoring or minoring in interdepartmental programs in which the Department participates. The Chairman will review annually the number of advisees counseled by each staff member, taking into account undergraduate and graduate students. The Chairman will seek to correct any inequalities of load. Instructors shall participate in Junior College Counseling.

15. Administrative assignments within the control of the Department shall be made by departmental action in regular session, or by the Chairman, after departmental authorization. The Department shall endeavor to distribute administrative duties in such a manner that there is approximate equality of load and rotation of experience. The Chairman shall periodically review the administrative assignments of members of the staff, including services rendered as Department officers, as directors of training, research, or special service units, and as chairmen or members of committees. He shall make appropriate recommendations to the Department or to the Dean designed to adjust the distribution of such duties equitably or, if this is not possible, to give compensatory relief from other duties.

16. In assignment of teaching assistants to courses, priority shall be given to classes having the largest need for services in connection with examinations, papers, and student consultation. With the maximum hours of duty prescribed by the University, assistants may be required, in the discretion of the instructors to whose courses they are assigned, to attend class meetings, to assist in preparation of examination questions, supervision and grading of examinations, or reading of assigned papers, to prepare bibliographies, library materials or training aids, to conduct review sections, or to consult with students individually about their work in courses.

Teaching assistants shall, in the discretion of the instructors, be afforded occasional opportunities to teach in the courses in which they are assisting. The administrative supervision of assistants, including assignments to courses and adjustment of work loads, shall be committed to a member of the permanent staff, aided by a head assistant designated by the Department. Each member of the staff shall be responsible for supervision and review of the work of any assistant assigned to his courses and shall file with the faculty supervisor regular quarterly reports evaluating the assistant's performance.

IV—Officers of the Department

17. The Department favors the practice of individual consultation by the Dean with each member of the permanent staff of the Department before he shall recommend the appointment of a Chairman of the Department. The Department recommends that the Chairman shall hold

office initially for a term of three years. This is not intended to preclude reappointment of the Chairman for an additional term or terms, which would be determined by a like procedure.

18. No member of the staff shall be elected, or recommended for appointment, to the offices of Secretary of the Department, Supervisor of teaching assistants, director of a special bureau, center, or other unit devoted to training or research, or to chairman of a standing committee of the Department, for a total period of service longer than five years for each such office, unless he shall have voluntarily assented to such election or recommendation.

V—Leaves of Absence

19. The Chairman shall maintain a staff roster on sabbatical leave. He shall review the roster annually, during the fall quarter, at a meeting of the Department, and in consultation with members of the Department shall plan sabbatical leaves, as far as possible, two years in advance in order to avoid excessive depletion of the Department's personnel or of the personnel of particular fields of concentration in any one year.

20. The Chairman shall make recommendations to the Dean concerning applications for leave without pay in accordance with decisions reached by the Department in regular session. It is the practice to accommodate staff members who request such leaves whenever possible. However, the Department reserves the right to make unfavorable recommendations upon such requests when a suitable replacement for the staff member is not available, when his absence would unduly deplete the number of permanent staff members or otherwise seriously inconvenience the Department, or when the purpose for which leave is requested is considered not to be related to appropriate professional goals or to public service.¹

¹ See also, in this issue, pp. 698-99.

We are in fundamental disagreement with an educational philosophy which educates the individual exclusively in the interest of the momentary notions of what the state requires. Relatively little importance is attached to individual growth for its own sake. Hence the value lies almost exclusively in acquiring knowledge and only indifferently in the development of the capacity for personal intellectual effort in fields other than the physical sciences. In the long run both the creativity and the retained reserve of individual thought and competence must suffer in such a system.

From Edward H. Litchfield, Chancellor, University of Pittsburgh, in a preliminary report on the findings of a group of American educators who recently completed a survey of higher education in the Soviet Union

An Example of Quality Control in Higher Education

By JAMES W. RUSSELL
Northwestern University

Since federal aid to education is likely to be with us in the future, an example of quality control in a university by a federal agency should be of interest to persons working in higher education.

Quality control by the Veterans Administration in the counseling of veterans. According to the policy of the Veterans Administration, the work of counselors employed by universities to counsel veterans enrolled as students will be supervised and rated under a specified system, the ratings ranging from "unsatisfactory" to "outstanding." The counseling is done by presumably fully qualified psychologists, who may also be teaching or counseling nonveteran students. These psychologists are, definitely, not Veterans Administration employees. In each counseling center where the Veterans Administration has a contract, there is a Veterans Administration representative who, in addition to his other duties, rates the psychologists working for the university. He is a Veterans Administration employee.

The uniqueness of this sample of quality control. The so-called "G. I. Bills" provided for the counseling of veterans. The Veterans Administration made arrangements with educational institutions to counsel veterans after World War II, at a time when the number of ex-servicemen seeking help with their choice of training was so great that qualified counselors were difficult to find. Since it seemed possible that some counselors would need help, forms and instructions were provided accordingly. There seemed to be little reason to challenge the wisdom of this approach, and the system became well established.

With time, the training of persons doing counseling of veterans in institutions of higher learning improved. These professional workers no longer needed as much "help." Of course, there is always room for improvement, and yet people of this level should be able to take the initiative in their own self-improvement.

Thus, as a result of a procedure designed to meet a temporary need, quality control became established in the testing and counseling of veterans, even in universities. Historical accident, therefore, provides

us with an opportunity to see what will happen when a government agency has a good opportunity to "supervise" the activity of professional workers in higher education. It is assumed that this provides a unique and reasonably valid sample of what might be universal in higher education at some time in the future.

The nature of the quality control. A form (VA Form 1902) was developed, with the aid of consultants, to use in collecting information about veterans. When someone comes for counseling, he fills it out, giving information about his family, educational and work history, hobbies and recreational interests, military assignments, plus stating his problems and ambitions.

The counselor now discusses the items included on the form with the veteran. Additional writing is added. The counselor is encouraged to use a different colored pen, so that the reviewer can be sure to distinguish what the veteran wrote from what was added by the counselor.

The write-up begins immediately after the initial interview or conversation with the veteran. At this time, a regular procedure, described in Veterans Administration publications, is to be followed. The counselor is to give the client's notion of himself, and then the counselor's estimates of what he is like. Next, the counselor will fill in several rows of little boxes provided on the form, with lists of occupations. After the second and each subsequent interview, additional writing-up is required. Again, instructions tell the counselor how to proceed. For instance, points mentioned in the first part will have to be followed through. If the counselor said he was going to do something in the first part, he will have to tell in the next part what he did or, if he did nothing, why not.

Quality control consists mainly, in actual practice, of seeing that all this paper work is done exactly as required by instructions. Incidentally, the probability of a nondisabled veteran's coming back for additional counseling is slight. Some do come, if they fail a course and request another, since it is required of them; however, this obviously does not happen too often.

Five years to professional death. One inspector from Washington, making his survey of the quality of work done in a university and in other counseling settings where counseling psychologists are employed by the Veterans Administration in the region, stated that he did not agree with the comment of one leader in the field to the effect that, after five years of doing vocational counseling—and the accompanying paper work—a counselor's professional growth would be ended.

Certainly, the burden of all this writing is tremendous. Just as certainly, it need not necessarily end anyone's professional growth.

However, it does seem unlikely that one could find much time for the improvement of self, and therefore of one's counseling, and at the same time do all this clerical work. Incidentally, the Veterans Administration took it upon itself to decide that doctors of medicine rate clerical help but counseling psychologists do not—meaning that the latter have to do all this writing themselves without clerical assistance.

As applied to classroom teaching. Come the day when this same system covers all higher education, professors will perhaps have clerical help; they will perhaps be strong enough as a pressure group to gain this one concession. That they will need much clerical help cannot be doubted. Each class requires preparation. Instructions will be provided and topics to be covered clearly stated. The teacher could set forth in a specified way exactly how this will be done. After each class—and this means *immediately* afterwards—the instructor will write out a report showing how he carried out his plan. Woe to him if he neglects to cover any point, no matter how trivial!

The Federal Government representative, stationed in an office next to the president of the college, will have his own staff of helpers, including secretarial help. His job will be to see that professors carry out instructions formulated in Washington. Class performance write-ups will be rated. Each college or university will then periodically be rated. Let the rating fall down, and the institution could lose its federal funds.

Administrators in the institution will be selected according to their ability to keep peace with the government. After all, does not the government pay the bill? Can you bite the hand that feeds you? The trustees will not tolerate strife. Officials who know how to keep the government agent happy will be at a premium. A series of outstanding ratings will lead to promotions, perhaps to the next larger class of institutions, or even to a position in Washington. The professor caught between educational institution and federal government will indeed be in a precarious position. He will be in constant danger of being rated unsatisfactory and "exterminated" professionally by a ruthless but ambitious administrator.

The orderly process of freedom. What constitutes good counseling is very controversial. The experts do not agree. Do the Veterans Administration "experts" think they know the answer? Is it true that they have prescribed very specifically what is to be done, or do they leave the counselor real freedom?

According to the Veterans Administration, the latter is the case. According to instructions:

It is believed, however, that the forms, as revised, will contribute to an orderly counseling process while preserving substantial freedom of action and latitude on the part of the counselor.

Instructions for rating the quality of case write-ups, however, state:

When, in reviewing the case and after applying the above stated principles, it is the reviewer's judgment that there has been a failure to meet the quality requirements for any single functional aspect of the counseling process, performance for the case will be rated "unsatisfactory."

No doubt, if a dozen impartial and qualified persons reviewed the system, there would be a dozen different opinions about the degree of freedom enjoyed by the counselor. All would have to agree, however, that there is some prescription, and a quality control system. It is all official, and in the Veterans Administration literature. Should government agents write regulations to govern professional activities in universities and have other agents see to it that these are carried out by quality control?

Conclusion. Although quality control and excessive paper work seem to go quite naturally with government contracts, this condition should not exist when universities are involved. As a warning, the example of the Veterans Administration has served a good purpose. It illustrates a danger against which universities and government should guard in the future. This does not mean that federal aid to education will necessarily end in this sort of thing; it means only that it could happen. However, it need not do so. The method of making payments directly to the student, used with the Korean Bill or federal scholarships, for instance, appears to be safer from this point of view. But given certain plausible conditions, who can seriously doubt that quality control could be established by the federal government over all higher education? For part, it is a present reality.

Forty-Fourth Annual Meeting

Completed Report

The Forty-fourth Annual Meeting, held in the Cosmopolitan Hotel in Denver on Friday and Saturday, April 25 and 26, 1958, was attended by 131 delegates representing 108 chapters, and by 54 additional members who registered. The principal actions of the Meeting were reported in the Summer issue of the *Bulletin* (Vol. 44, pp. 501-507).

The Council met on the days before and after the Meeting, and Committee A met on the day preceding the first Council meeting. President Helen C. White presided at the Council meetings, as well as at all general sessions. Professor Thorrel B. Fest, of the University of Colorado, served as parliamentarian at the general sessions, with the assistance of his colleague, Professor Victor Harnack.

Delegates at the opening session were welcomed by President Louis T. Benezet, of Colorado College. President Benezet's remarks were followed by an address by Professor Eugene Rabinowitch, of the University of Illinois (Summer *Bulletin*, pp. 449-464). Participants in a panel discussion based on Professor Rabinowitch's address were Professor Ian Campbell (California Institute of Technology), Professor Fritz Machlup (The Johns Hopkins University), and Professor Glenn Morrow (University of Pennsylvania), all members of the Council.

Much of the Annual Meeting was devoted to reports of Committee A, Committee Z, and the Committee on Resolutions.¹ The Resolutions adopted by the Meeting were published in the Summer issue of the *Bulletin* (pp. 503-507), and the actions taken upon the recommendation of Committee A are reported in detail elsewhere in this issue.

Professor William Neiswanger (University of Illinois), Chairman of Committee Z, presented the report for that committee, and urged delegates to lend their support to the broad program the Association is undertaking to improve the economic status of the profession. The five parts of the Association's Statement of Policy in the economic area (Spring *Bulletin*, pp. 214-216) were endorsed by the Annual Meeting, and a resolution was adopted commending Committee Z for its statement, entitled "Local Action Programs," prepared as a guide for chapters in implementing the Committee's recommendations.

Professor William Oliver (Law), of Indiana University, reported on two test cases before the Tax Court of the United States, which the Association is supporting in the hope of obtaining rulings which will allow tax deductions for a number of expenses essential in the work of college and university professors.

Other actions may be briefly noted. The Annual Meeting endorsed

¹ The names of the members of the 1958 Committee on Resolutions were published in the Summer, 1958, *Bulletin*, p. 502.

the recently revised joint "Statement of Principles on Academic Retirement" (Summer *Bulletin*, pp. 513-515) and the joint "Statement on Procedural Standards" (Spring issue, pp. 270-274), both of which had previously been adopted by the Council of the American Association of University Professors and the Annual Meeting of the Association of American Colleges. Two minor constitutional changes were voted, one permitting Associate members to be transferred to Emeritus membership upon their retirement, and the other amending Article VI to provide that "The General Secretary shall give notice to the membership of a meeting at least thirty days in advance."

Two generous gifts to the Association highlighted the final hours of the Meeting. On behalf of the University of Wisconsin Chapter, Professor Robert L. Clodius, chapter vice-president, presented the General Secretary with a check for \$407.75 to be added to the Academic Freedom Fund. Professor Eric W. Lawson, newly elected Council member, presented a check for \$521.00, an amount contributed by members of the Syracuse University Chapter to support the work of Committee Z.

On Friday, the biennial dinner meeting, with about 150 persons in attendance, was held in the Silver Glade Room of the Cosmopolitan Hotel. Associate Secretary George Pope Shannon presided. A feature of this meeting was the presentation of the Association's first Alexander Meiklejohn Award for Academic Freedom. Professor Ralph F. Fuchs (Indiana University), Counsel of the Association, made the presentation address, and Mr. Laurence Whittemore, Chairman of the Board of Trustees of the University of New Hampshire, accepted the award on behalf of President Eldon L. Johnson and the University of New Hampshire Board of Trustees. Dr. and Mrs. Alexander Meiklejohn were guests of the Association at the meeting, which concluded with an address by President Helen C. White (Summer *Bulletin*, pp. 392-400).

Totalitarian methods are not necessary to counter the threats of a totalitarian power. These threats can be countered and overcome by our own American strengths, strengths which in education include academic freedom for teachers, scholars, and scientists; freedom of mobility and choice of programs of study and vocations by college students; diversity of programs, forms of control, and philosophies among institutions. These qualities of American education must receive continuous, vigilant support.

From Public Understanding and Support for Education: A Statement of the Problems and Policies Committee of the American Council on Education, January, 1958

Record of Council Meeting

Denver, Colorado, April 24 and 27, 1958

The Council met at the Cosmopolitan Hotel, Denver, Colorado, on two days, April 24 and 27, 1958, before and after the Association's Forty-fourth Annual Meeting, with President Helen C. White presiding. All members of the Council were present except Professors Britton, Millett, Nettleship, Owens, Pietenpol, Shryock, Valien, and Webb. Also present were Professors Ralph F. Fuchs (Counsel), Bentley Glass (Chairman of Committee A on Academic Freedom and Tenure), Leland J. Pritchard (Chairman of Committee F on Membership and Dues), Warren Taylor (Chairman of Committee O on Organization and Policy), Ferrel Heady (Chairman of Committee T on Faculty-Administration Relationships), Messrs. George Pope Shannon, Warren C. Middleton, William P. Fidler, and Bertram H. Davis, the last four of the Washington Office staff.

Regulations for Annual Meeting

It was agreed by the Council that the regulations prescribed by the Council for the Forty-third Annual Meeting (see *AAUP Bulletin*, Autumn, 1957, pp. 537-538) should carry over for the Forty-fourth Annual Meeting.

Central Office Changes

Mr. Carr announced his intention of returning to Dartmouth College in September, 1958, and called attention to Mr. Shannon's retirement at the end of August. He requested, on behalf of the Executive Committee, approval of the appointment of Mr. William P. Fidler, Staff Associate in the Washington Office since June 1, 1956, to the General Secretaryship, beginning September 1, 1958. The Council voted unanimous approval of the appointment. (See *AAUP Bulletin*, Summer, 1958, p. 391. See also, in this issue, pp. 551, 695.) Mr. Carr also announced that the Council had approved by mail ballot the appointment of Mr. Louis Joughin as Staff Associate. (See p. 552.) Since Mr. Fidler's appointment to the General Secretaryship creates a vacancy on the Washington Office staff, Mr. Carr referred to the need for someone in the field of economics, in view of the expanding work of Committee Z, and stated that further efforts would be made to secure the services of a person in this field. He requested suggestions from the Council.

Dismissal Procedures

The Council reaffirmed its approval (with one dissenting vote) of the Statement on Procedural Standards in Faculty Dismissal Proceed-

ings, prepared by a joint committee representing the Association of American Colleges and the American Association of University Professors, and referred it to the Annual Meeting for endorsement. (See *AAUP Bulletin*, Spring, 1958, No. 1A, pp. 270-274.)

Benefits and Retirement Policies

The Council voted to approve the Statement on Staff Benefits and Revision of Retirement Policies, prepared by a joint committee representing the Association of American Colleges and the American Association of University Professors, and to refer it to the Annual Meeting for endorsement. (See *AAUP Bulletin*, Summer, 1958, pp. 508-515.) In the discussion, a number of points were raised concerning education of faculty children, extension of retirement age, assumption of the entire cost of annuity premiums by the college or university, fringe benefits of a discriminatory nature, etc.; these matters were referred to Committee Z-4 on Retirement for further study and recommendations.

Academic Freedom and Tenure

Professor Glass, Chairman of Committee A on Academic Freedom and Tenure, presented for approval a statement of the Committee, including recommendations concerning the visitation of censure upon, or the withholding of censure from, the administrations of eleven institutions (University of Kansas City, University of Vermont, New York University, Reed College, University of Michigan, University of Southern California, Dickinson College, Southwestern Louisiana Institute, Texas Technological College, Alabama Polytechnic Institute, Livingstone College), and the removal of censure from the administrations of three institutions (University of California, Rutgers University, Temple University). (See pp. 660-667.) After discussion, the Council endorsed the recommendations of Committee A and referred them to the Annual Meeting for action.

The Council voted, on recommendation of Committee A, to accept the invitation of the Association of American Colleges to appoint a joint committee to study faculty recruitment and resignation policies with special reference to problems of academic freedom and tenure. The Council instructed the General Secretary to explore the possibility of a foundation grant to support the committee.

Professor Glass stated that Committee A had no report to make at the present time concerning the Association's investigative procedures, with special reference to economy of time in working out the details of reports, but that the Committee plans, in the near future, to make such a study and report back to the Council.

Amicus Brief

The Council voted that a committee be appointed to consider whether a brief *amicus curiae* should be filed in the Barenblatt case, now pending in the Supreme Court of the United States, in which the constitutionality of a legislative committee's inquiring into matters in the area of academic freedom is at issue, and to prepare such a brief if one is to be filed. It was understood that the final determination of whether or not to file a

brief should be made by the Council by mail ballot, and that the Association's Counsel should assist the committee in every way possible.

Jerome Levy Foundation

Mr. Carr read a letter from Mr. Leon Levy concerning an offer to the Association of a grant of \$5000.00 a year for five years, from the Jerome Levy Foundation, to be used as an academic freedom fund. The Council voted to refer the proposal to the Executive Committee with authority to act. (See inside front cover.)

Economic Status

Professor Neiswanger, Chairman of Committee Z on the Economic Status of the Profession, presented, and the Council approved, the Committee's proposed recommendations to the Annual Meeting. (See page 652.) The Committee was instructed to work in the direction of publication of accurate information on salary scales as soon as possible. The Washington Office was instructed to send, to the presidents and secretaries of all chapters, copies of the Committee's suggestions concerning local action programs for implementing the Statement of Policy on the Economic Status of the Profession (see *AAUP Bulletin*, Spring, 1958, No. 1A, pp. 214-216); the advisability of sending copies of these suggestions to all college and university presidents was discussed and left to the discretion of the Washington Office. The Washington Office was authorized to establish, under the auspices of Committee Z, an *ad hoc* committee of accountants to indicate what is required in the preparation of a "meaningful annual audit and fiscal report on operations" in institutions of higher education.

History of the Association

Professor Metzger, Chairman of Committee H on the History of the Association, submitted, and the Council approved, the Committee's recommendation for writing the history of the Association. The Committee was authorized to proceed with implementation of its recommendations.

Faculty-Administration Relations

Professor Heady, Chairman of Committee T on Faculty-Administration Relationships, presented a draft of the report of the Committee on the Queens College (N. Y.) controversy which had been referred to it by the Forty-third Annual Meeting. The Council authorized Professor Heady to circulate a revised version of this draft to chapters and administrative officials in the New York City colleges, and requested that the Committee submit its final report to the Council.

Professional Ethics; Accrediting; Himstead Portrait

Reports were presented from Committee B on Professional Ethics, Committee D on Accrediting of Colleges and Universities, and the Himstead Portrait Committee. Mr. Shannon, reporting for the last-named committee, announced the amount of the contributions to the Portrait Fund, and stated that, while a voluntary bid for painting the portrait

had been received, the amount on hand so far had not justified active efforts to select a painter. (See further, in this issue, pp. 696-97.)

Meiklejohn Award

Professor Fuchs, Chairman of the Meiklejohn Award Committee, announced that the award, in the form of a plaque designed and executed by Professor David G. Parsons of Rice Institute, was to be presented, at the dinner session of the Annual Meeting, to President Eldon L. Johnson and the Board of Trustees of the University of New Hampshire, in recognition of their courageous maintenance, in the face of strong public pressure, of the right of recognized student organizations to bring to the campus speakers of their own choosing, subject only to legal restraints compatible with the Bill of Rights. (See page 653.)

Fiscal Matters

The Council approved the auditor's report as read by Professor Holladay in the absence of Professor Owens.

A budget report for the first quarter of 1958 was presented by Mr. Carr. The report indicated that there had been an increase in dues income of \$25,000.00 over the same period last year.

Mr. Davis reported that, since the beginning of the current fiscal year, the voluntary contributions of approximately 2300 members totaled \$4818.90. The Council endorsed, in principle, Professor Glass's proposal of a "One-half of One Per Cent Club" (to be composed of members contributing to the Association this percentage of their yearly faculty salaries); the names of contributors would be published in the *AAUP Bulletin* with the hope that this might stimulate more and larger contributions. The Council authorized the incoming President to carry this plan forward.

Dues and Membership

The Council voted to increase the Active membership dues to \$8.00 for the year 1959, notice of the increase to be accompanied by a statement explaining that this is a stopgap measure and is necessary to cover the anticipated 1959 deficit.¹ Committee F on Membership and Dues was instructed to prepare, for presentation at the November meeting of the Council, a proposal for a graduated dues scale, based on information obtained by the Washington Office from 100 sample institutions.

Mr. Davis proposed, and the Council approved, the following changes concerning payment of membership dues, to become effective in 1959: (1) Drop from membership on April 30, 1959, all members whose 1958 dues have not been paid. (2) Drop from the mailing list on May 30 all whose 1959 dues are unpaid after second notice. (3) Send third notice of dues by October 15. (4) Drop from membership on December 31 those whose dues are still unpaid for 1959. (5) Beginning with 1959, all new members whose nominations are received after the deadline for the Summer *Bulletin* will pay dues for the last half of the year, with the option of paying for the full year if they wish.

¹ Subsequently, by mail ballot, the Council voted to increase the dues of Associate members to \$4.00, effective in 1959.

The Washington Office was instructed to explore the possibility of installing a punch card system to speed up the billing operation and make statistical information available, and report its findings to the November meeting of the Council.

The Council voted to discontinue publishing in the *AAUP Bulletin* the names of nominees for membership, and to publish them in some other form. Committee F on Membership and Dues and Committee O on Organization and Policy were instructed to formulate a constitutional amendment establishing a system of membership by application to supersede the present system of membership by nomination.

International Association

Mr. Carr announced that members of the Association planning to be in Europe during the summer, and wishing to attend the annual meeting of the International Association of University Professors and Lecturers (Brussels, September 1-6), may attend as accredited delegates of the Association, with the Association bearing the cost of registration.

Incorporation

There was some discussion concerning the advisability of incorporating the Association. It was decided that this matter should be given further consideration at the November meeting of the Council.

Federal Aid

After a brief discussion of the subject of federal aid to education, with emphasis upon the possibility of effecting constructive legislation, it was decided that the subject be placed on the agenda of the November meeting of the Council.

Forty-fifth Annual Meeting

It was voted to hold the Forty-fifth Annual Meeting of the Association in Pittsburgh, Pennsylvania, on April 24 and 25, 1959, and the Forty-sixth Annual Meeting in Detroit, Michigan, in late April of 1960. It was voted to hold the next Council meeting in Washington, D. C., on November 7 and 8, 1958.

Report of Committee A, 1957-58

The report of Committee A for the year 1957-58 embraces four aspects of the committee's work: (1) the burden of cases involving academic freedom and tenure which have been brought to the Association for advice, effort at redress, or adjudication, and the current disposition of those cases; (2) the recommendations by Committee A for the censure of certain administrations and the removal of censure from others; (3) the status of prior censures not yet removed; and (4) the review and reformulation of principle and policy in the light of freshly arising problems. It should be stated here that the following remarks necessarily differ from the oral presentation of the Report of Committee A at the Forty-fourth Annual Meeting (1958), where the pressure of time made it necessary that consideration be restricted largely to the second of these four aspects.

II

The first of the enumerated aspects may be summarized briefly in statistical form, although no terse statistics will convey the right understanding of the many hours of activity, consultation, and investigation carried on by the members of the staff of the Washington Office of the Association. It must annually be re-emphasized that relatively few of the cases appealed to the Association ever reach the stage of a formal investigation on the part of a visiting committee; and these cases are those where all previous efforts to achieve a happier outcome have proved unavailing. Statistics will also not reflect any too well the general atmosphere of academic freedom, and cannot indicate whether the sources of friction and attack arise from political questions, from religious motivation, from struggles over great social questions such as racial integration, or from sheer arbitrariness on the part of administrators. It is therefore worth adding to the figures presented in the accompanying table the comment that earlier predictions about the shifting arena of struggle over academic freedom and tenure now seem to be coming true. Although it is by no means clear that political pressures focusing on the quest for national security are altogether past, cases are now beginning to arise resulting from the opposition of Southern states to the decision of the Supreme Court holding that the public schools must become racially

integrated, though with "deliberate speed." What is more, in these instances the good offices of the Association are able to accomplish little in the face of the intransigence of administrative officers and the prevalent social atmosphere in the localities where such incidents arise. Much courage, much tact, and much patience must be exercised in these matters, but above all we must not fail to defend in these straits those principles which we so stoutly defended in the recent years of political pressures against nonconformists justly or unjustly suspected of Communist sympathies.

DISPOSITION OF CASES, MARCH 31, 1957-MARCH 31, 1958

| | | | |
|--|-----------|--------------------------------------|-----------|
| Pending, March 30, 1957..... | 48 | Closed by Central Office staff..... | 53 |
| Received, March 31, 1957-March 31, 1958..... | 40 | In hands of Central Office staff.... | 35 |
| Total | <u>88</u> | Total | <u>88</u> |

It is pleasant to note from the figures that the number of pending cases, the work backlog of the Central Office staff, has been somewhat reduced during the course of the year.

III

In addition to recommendations based on the nine reports made in the Spring, 1958 issue of the *AAUP Bulletin*, Committee A, with the approval of the Council, presented recommendations in regard to five other cases, all of which had received prior action, or had been the subjects of published reports but not of final action. Two of these, Southwestern Louisiana Institute and the University of Kansas City, related to instances in which censure had been withheld. Three recommendations were presented relating to administrations which by previous action had been censured. Two of these recommended the removal of the censure because of improvement in the conditions of academic freedom and tenure. The third recommended the removal of censure as soon as Committee A was satisfied that certain defects in the present language of the institution's regulations had been remedied.

All recommendations of Committee A, fourteen in number, were considered and approved by the Meeting, censure being imposed on six administrations¹ and removed from three. The recommendations and actions were as follows:

¹ In the case of Texas Technological College, censure was voted on the governing board, and not the administrative officers.

Censure Imposed

Alabama Polytechnic Institute

The administration of Alabama Polytechnic Institute was guilty of a serious violation of academic freedom in dismissing a teacher for publishing a letter relating to racial integration in education. No hearing was accorded the teacher, and no payment of salary was made in lieu of adequate notice. The President and the Board of Trustees continue to defend the professional propriety of the dismissal for the reason stated, and regulations adopted since the dismissal give inadequate assurances of academic freedom in relation to faculty views on racial integration. Committee A recommends that the administration of Alabama Polytechnic Institute be censured by the Forty-fourth Annual Meeting of the Association.

Dickinson College

The report of the committee which investigated the dismissal of Professor L. R. LaVallee at Dickinson College demonstrates that he was unnecessarily suspended from his teaching duties in advance of the hearing accorded him, that there were seriously prejudicial deficiencies in the charges and in the hearing of the case, and that inadequate severance pay was given in lieu of timely notice of nonreappointment. The report also makes it clear that faculty-administration relations were seriously impaired at the time of the committee's inquiry. The Association has direct evidence that many faculty members continue to be extremely unhappy over conditions in the College, and that a number of able and devoted members have left on this account.

Although it is also clear that Professor LaVallee was at fault in refusing to answer relevant questions which were put to him at the hearing and before, this factor does not remove the serious breach of procedural due process that occurred or remove the justification for faculty concern in regard to its continuing damage to the College. Committee A therefore recommends that the administration of Dickinson College be censured by the Forty-fourth Annual Meeting of the Association.

Livingstone College

Committee A recommends that the Administration of Livingston College, because of the failure of the Trustees to honor an employment agreement clearly entered into by the President and Dean of the College with Professor Gerard M. Mertens in June of 1957, and because of their failure to offer any compensation to Professor Mertens, be placed on the censured list.

University of Michigan

Two faculty members, Associate Professor Mark Nickerson and Dr. H. Chandler Davis, were dismissed at the University of Michigan in 1954 after summary suspensions because of refusal to testify before a congress-

sional committee. In both cases the administration, while granting hearings, failed to give the faculty members reasonable opportunity for preparation of a defense and to accord them procedural rights guaranteed by the University regulations. The charges against them were not stated with particularity and the dismissals were not related to the charges made. The dismissals were based upon grounds either improper or unsupported by substantial evidence. There was failure to accord severance pay.

Whatever may be concluded regarding the weight that could properly be given to the refusal of Dr. Davis to answer certain questions, there can be no doubt about the lack of proper grounds for the dismissal of Dr. Nickerson, in whose case the question of refusal to answer questions did not arise and whose retention on the faculty was recommended by two different faculty committees which investigated his case. There is, to this date, no indication that the administration of the University of Michigan either admits error or has so changed its policy that, were similar cases to arise today, a different outcome might be expected.

Procedural improvements in the Bylaws are gratifying. They remain, however, insufficient to offset the threat of a basic administrative philosophy which upholds the right to dismiss on inadequately supported grounds. Committee A therefore recommends the censure by the Forty-fourth Annual Meeting of the administration of the University of Michigan.

The Committee notes the continued efforts of the faculty to obtain better regulations governing dismissal procedures and to secure a provision authorizing severance pay in such cases. The Committee hopes that, if granted by the Regents, the provision for severance pay may be made retroactive to apply to Dr. Nickerson and Dr. Davis. The Association's staff is urged to cooperate with the faculty and administration of the University, to whatever extent is possible, in order to bring about further improvements that may result in a prompt removal of the censure.

Southwestern Louisiana Institute

Censure was withheld last year in the case of the dismissal of Professor Marcus W. Collins at Southwestern Louisiana Institute on September 7, 1955, although the dismissal was summary and without compensation and hearing, because of administrative representations that tenure conditions were otherwise good at Southwestern Louisiana Institute, and the Collins case exceptional because of particular personality problems. Committee A now recommends that censure be imposed because of lack of evidence of any effort to reconcile serious contradictions between the prevailing system of tenure of the State Board of Education and the 1940 Statement of Principles, and because of the failure to give Professor Collins proper compensation.

Texas Technological College

The summary dismissals of three teachers by the Board of Directors of Texas Technological College seriously violated accepted principles of academic freedom and tenure. The Board preferred no charges against the teachers and failed to accord them any measure of academic due process. No effort was made by the Board to allay faculty and public apprehension that the dismissals resulted from the social, political, or

economic views of the dismissed teachers. In its method of accomplishing these dismissals, the Board showed improper recognition of the President's role in faculty-administration relationships. No payment of salary was made in lieu of adequate notice. Regulations adopted since the dismissals give inadequate assurances that similar dismissals will not occur again. Committee A recommends that the Board of Directors of Texas Technological College be censured by the Forty-fourth Annual Meeting of the Association.

Censure Withheld

University of Kansas City

Committee A has given further consideration to the dismissal of Professor Horace B. Davis at the University of Kansas City in 1955. It concludes that the decision of the hearing tribunal did not reflect a sufficient consideration of all factors that should have been taken into account. Professor Davis's refusal to give to the University the information it sought may have resulted from a mistaken absolutism in rigidly applying the principles he professed. But the record does not contain either findings, or evidence to support findings, that Professor Davis did not honestly believe in those principles, or honestly (even if we think mistakenly) believe that his adherence to them would best promote the long-run interests of the University and of society. Nor does the record contain evidence which would support a finding that Professor Davis, apart from his nondisclosure to the University authorities and tribunals, was guilty of misconduct showing him unfit to continue in his position. Committee A therefore concludes that dismissal was too severe a penalty for the case made against him. Notwithstanding this conclusion, as the recommendation adopted by the Association last year has stated, the subsequent change in administration at the University of Kansas City, together with the payment of a year's salary to Professor Davis in lieu of adequate notice, and the very material improvement in conditions of academic freedom and tenure at the University since 1956, render additional action by the Association unnecessary.

New York University

The dismissals from the faculty of New York University of Professor Lyman Bradley in June, 1951, and Professor Edwin Berry Burgum in April, 1953, merited censure at the time because important substantive and procedural academic standards were violated. In both cases, the charges failed to state proper causes for dismissal with sufficient particularity; the evidence adduced in support of charges was not sufficient to warrant the extreme penalty of dismissal; the hearing tribunals and governing board failed to state the bases of their adverse findings; and, in the absence of a finding of moral turpitude, the University failed to pay either man his salary for at least a year from the date of notification of dismissal, as required by the 1940 Statement of Principles on Academic Freedom and Tenure.

Extensive changes in administrative personnel and in the governing board have occurred at New York University since the time of these dis-

missals. Moreover, improvements in the University's regulations on dismissal proceedings have been made. For these reasons, Committee A refrains from recommending that the present administration of New York University be censured at this time.

However, Committee A recommends that the Association record its expectation that a re-examination of the University's regulations, which it understands is currently being made, will lead to correction of remaining defects. In particular, it strongly recommends the elimination of a clause disclaiming legal responsibility by the University for observance of the standards set forth in the regulations, and a change in the method of initiating dismissal proceedings to ensure an impartial hearing on charges.

The Committee also expresses its belief that the present administrative officers and trustees of New York University, even at this late date, should give one year's severance pay to the two dismissed professors and thereby fulfill at least that requirement of the 1940 Statement of Principles. By this action they would at the same time demonstrate their good faith in adhering to proper standards of academic freedom and tenure and offer partial redress to the two men.

Reed College

The report of the committee which investigated the dismissal of Professor Stanley Moore by the Trustees of Reed College demonstrates that justification for the dismissal was not properly established. Nevertheless, Professor Moore contributed to this result by his refusal to answer relevant questions asked him by the Trustees. The proceedings surrounding the dismissal were attended by a substantial measure of due process and a large degree of faculty participation; and Professor Moore received a year's salary as severance pay. The personnel of the administration has changed radically since the dismissal took place, and there is every evidence of satisfactory conditions of freedom and tenure in the institution at this time. Committee A therefore does not recommend that censure be imposed.

University of Southern California

The action of the administration of the University of Southern California in the suspension and nonreappointment of Andries Deinum in the summer of 1955 was unjustified for a number of reasons. The charge was improper, constituting a denial of the teacher's constitutional privilege against self-incrimination. There was failure to consider the teacher's entire record in determining his professional fitness for reappointment. There was inadequate due process. And there was an insufficient payment of salary in lieu of adequate notice. Since that date, however, a considerable change of administration has taken place at the University. Because of the development of new university regulations that would prevent the recurrence of any such action, including the official acceptance by the present administration of a faculty resolution that rejects any refusal by a faculty member to answer questions before a governmental body as being in itself a sufficient ground for dismissal or failure to reappoint, and further because faculty-administration relations

at the institution are in such a state of transition, Committee A does not recommend that censure should be imposed upon the administration of the University at the present time. The Association should wait to observe further developments and should review the case prior to the next Annual Meeting.

University of Vermont

Committee A holds that the summary suspension of Professor Alex B. Novikoff at the University of Vermont in 1953 and his subsequent dismissal on charges unsupported in the hearing were unjustified, although mitigated by the payment to him of a year's severance pay. In view of the complex procedural difficulties which arose, the subsequent lapse of time, and the adoption by the University since that date of satisfactory new regulations governing dismissal and an admirable statement of adherence to the highest standards of academic freedom and tenure, and because of the formal cognizance of the Association's report on the University of Vermont taken by the Trustees on April 19, 1958, Committee A refrains from making any further recommendations in the matter.

Censure Removed

The University of California

The Association has been informed in a letter earlier this month from President Robert G. Sproul of the University of California to the General Secretary that, in addition to favorable developments previously noted by Committee A, the Regents of the University have offered reinstatement to all faculty members involved in the controversy over the Regents' former requirement of a special loyalty statement, who have not resigned; that the Regents have settled all financial claims made by formerly suspended faculty members, including those who did not participate in litigation; that a faculty memorial on the subject of tenure has been presented to the Regents, with agreement altogether likely to result; and that the Administration of the University supports, in principle, the 1940 Statement of Principles on Academic Freedom and Tenure and applies procedures of appointment, promotion, and tenure in substantial accord with these principles.

The Committee recommends that these assurances be accepted with appreciation to their distinguished author. They have been confirmed by ardent members of the Association in the University. The name of the University of California should therefore now be removed from the Association's list of censured administrations.

Rutgers, The State University of New Jersey

The American Association of University Professors records its satisfaction with the successful efforts of the faculty and governing board of Rutgers University to correct the defects in the University's regulations governing dismissal proceedings against members of its faculty that contributed to the Association's censure of the University's Administration in 1956.

In particular, the Association expresses its pleasure with the ex-

press repudiation of the policy statement adopted by the Board of Trustees in December, 1952, that invocation by a faculty member of the Fifth Amendment constituted cause for his "immediate dismissal."

The Association notes certain deficiencies in the new University Regulations Relating to Academic Freedom, which were adopted by the Board of Governors on November 11, 1957, and it states its hope that further efforts to improve these regulations will be made. In this respect it notes that on January 15, 1958, the University Senate placed an interpretation on the new regulations providing for adherence by faculty members serving on Hearing Panels in future dismissal cases at Rutgers University to high standards of academic freedom and tenure.

In light of these developments, Committee A recommends to the Forty-fourth Annual Meeting of the American Association of University Professors that the censure of the Administration of Rutgers University be removed. At the same time the hope is expressed that further redress in the shape of either reinstatement or hearings under the improved regulations may be accorded the dismissed faculty members.

Temple University

The American Association of University Professors records its satisfaction with the continuing efforts of the faculty, administrative officers, and trustees of Temple University to correct the defects in the University's regulations governing dismissal proceedings against members of its faculty that contributed to the Association's censure of the University's Administration in 1956.

In particular, the Association expresses its pleasure with the adoption by the Board of Trustees in December, 1957, and the Faculty Senate in January, 1958, of a new paragraph to the regulations expressly stating that invocation of any right guaranteed by the Constitutions of the United States and Pennsylvania will not, in itself, be considered sufficient ground for the removal of a faculty member.

However, the Association expresses its dissatisfaction with a second paragraph which was added to the regulations at the same time and which seems to place on a faculty member who refuses to cooperate with a legislative committee by invoking a constitutional right, a duty of demonstrating conclusively to the Board of Trustees that he should be permitted to continue in the discharge of his teaching responsibilities.

The Association is informed that there is a willingness by faculty, administrative officers, and trustees at Temple University to give further attention to these regulations, and to modify the wording of the second paragraph, mentioned above, to make clear that it is not intended, either in letter or spirit, to contradict the new paragraph dealing with the exercise by a faculty member of his constitutional rights, or to alter those provisions of the regulations stating that "incompetence, grave misconduct, or neglect of duty" constitute the only causes for instituting removal proceedings against a faculty member and that a dismissal order, following a proper hearing, must be "fair and just."

Accordingly, the American Association of University Professors, at this time, votes to remove its censure of the administration of Temple University, on condition that and whenever the second paragraph in the recent addition to the University regulations has been revised in a manner

that meets the approval of this Association's Committee on Academic Freedom and Tenure.

The Association extends an offer to work with the Board of Trustees and the Faculty Senate at Temple University in a further effort to improve the University regulations. It is greatly to be hoped that further redress or a satisfactory hearing under the new regulations may be accorded the dismissed faculty member.

IV

Censures voted against the administrations of seven institutions at the 1957 or earlier Annual Meetings are still in effect. It seems desirable that a brief statement concerning the status of these censures should be provided each year by Committee A in its Annual Report.¹

West Chester State Teachers College

The administration of this institution was censured nineteen years ago, by the 1939 Annual Meeting, on the basis of a finding, by a committee investigating two dismissals, that "no proper security of tenure, even for professors of long and distinguished service, exists in the College," and that not "any but a servile type of teacher could be happy" under the prevalent "ideals and practices." The committee also expressed the opinion that "under the Pennsylvania laws, as now administered, tenure in the State Teachers Colleges is at the mercy of the immediate administration of those institutions," and urged "a change in the statutes, or at least in their application, looking toward greater administrative responsibility and more secure academic tenure." In regard to the present situation, the President against whom the censure was voted still holds that office. The Washington Office has had no communication with him or with any other official of the College during the past year. It is not informed that any steps are being taken at West Chester State Teachers College to correct the conditions that led to the voting of censure. The Washington Office is informed that a state-wide effort is being made in Pennsylvania to adopt a tenure system for all of the state's teachers colleges. Thus far, the state legislature has failed to establish such a tenure system on a statutory basis. The Attorney General of the State is reported to have ruled that the presidents and governing boards of the state teachers colleges lack authority to establish a binding tenure system by administrative action. The Washington Office is informed, however, that the Attorney General's office believes that such a system might be established by the presidents and governing boards on an informal basis. Such a tenure system would not create legal obligations

¹ The facts here stated are as of August 1, 1958. For references to the published reports on these cases, see p. 671 in this issue of the *Bulletin*.

enforceable in the courts. It appears that the Pennsylvania State Department of Public Instruction either is unaware of the Attorney General's attitude or does not accept it, and takes the position that nothing can be done to remedy the situation until the state legislature acts. Thus, for the present, the attempt to establish a tenure system in the state teachers colleges appears to have been frustrated.

The Jefferson Medical College of Philadelphia

The Washington Office has had no communication with the administrative officers of this institution during the past year. It is not informed that any steps are being taken to correct the conditions that led to the voting of censure.

North Dakota Agricultural College

The Washington Office has had no communication with the administrative officers of this institution during the past year. The Annual Meeting was informed, by Association members conversant with the situation, that the President of the College does not recognize the Association's chapter on the campus, and that chapter officers have thus found it impossible to meet with the President or to invite negotiations looking toward the remedying of the conditions which led to the voting of censure. The Supreme Court of North Dakota has declared the constitution of the College invalid, and a new constitution is at present being formulated; however, the importance of the 1940 Statement of Principles does not seem to be widely recognized on the campus outside the Association's chapter.

The Ohio State University

This University has a new President, Novice G. Fawcett, but the Washington Office has had no communication with him at any time since he assumed his post. It was reported at the 1958 Annual Meeting that a disclaimer oath is still required at The Ohio State University and that there is no reason to believe that faculty members would not still be dismissed for invoking constitutional privileges in refusing to answer the questions of governmental investigating agencies. The faculty, however, is reported to feel free to invite speakers of its choice to the campus and to send out questionnaires at its discretion, even though regulations limiting these activities remain in effect.

Temple University

The Washington Office has not been informed that the administration of this institution has taken steps to correct the remaining defects in the academic freedom and tenure regulations of the University, which

action was made a condition for the removal of censure by the 1958 Annual Meeting.

Catawba College

The Washington Office has had no communication with the administrative officers of this institution during the past year. There has been no change in the presidency of the institution since censure was voted. The Association is not informed that any steps are being taken to correct the conditions that led to the voting of censure.

University of Nevada

The President against whom the censure was directed has resigned. A new president has recently been appointed, but the Washington Office has not yet had any communication with him. It was reported at the 1958 Annual Meeting that the University's former regulations on academic freedom and tenure, which were themselves satisfactory, have been further improved. A proposed reorganization of the faculty has not yet been approved by the Board of Regents, but it was stated that there is promise of greater faculty participation in the affairs of the University.

V

On the occasion of the Forty-third Annual Meeting, Committee A indicated its desire and willingness to devote considerable effort during the year to the further clarification of the Association's statements of policy. Members of the Association were invited to present reasoned opinions on a number of important questions for the consideration of Committee A. A few, but very few, responded. Hence the invitation is renewed, with real urgency, for a personal consideration of such questions as the following:

What, for example, should be the policy of investigating committees regarding the use of evidence from sources which cannot be disclosed? Should these committees continue to work on an informal basis, using whatever methods of inquiry are effective in obtaining the facts, or should they hold formal hearings? When is a visit by an investigating committee necessary to determine whether a violation of academic freedom or tenure has occurred? Under what circumstances is the public record sufficient? In the tenuous realm of conflict between the faculty member's obligation and responsibility to his institution and his civil right to withhold information about his religious and political views and associations, how can we develop a policy that will be at once fair and consistent? How can censure be made more effective? Should the Association be

more insistent in demanding the reinstatement of professors improperly dismissed, or other appropriate redress, before removing censure?

Meanwhile, the members of Committee A have spent much time in an effort to clarify the position to be defended when a faculty member persists in the refusal to make disclosures to his own institution. The outcome of the Committee's thinking has been presented in a statement supplementary to the 1956 Report, published in the Spring, 1958 issue of the *Bulletin*.¹ Members are again urged to give these matters serious thought, and to convey to Committee A the results of their thinking. Committee A is not a Supreme Court, and even if it were, it would still require the assistance of briefs and arguments presented before it. Sometimes, it is true, a chapter has presented an argument which has failed to achieve the endorsement of Committee A, or of the Council or Annual Meeting. Such efforts are nonetheless of the utmost value to the Association as a whole. Without them democratic process will decay. And how often it has proved that the minority view of one generation wins universal assent in the fullness of time.

BENTLEY GLASS (Biology), The Johns Hopkins University, *Chairman*

¹ Vol. 44, No. 1, pp. 5-10.

On Marginalia

Harsh verses are rightly written
On the margins
Of the better books
And on the fame
Of the best people.
Words are just
Tribute to words,
As are men to men.
Questions and curses
Shorthand necessary pain
And the poetry of precise praise.

Kingsley Widmer

San Diego State College

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations, with dates of censuring, are listed below. Reports were published as indicated by the parenthesized *Bulletin* citations.

| | |
|---|----------------|
| West Chester State Teachers College (Pennsylvania) | December, 1939 |
| (February, 1939 pp. 44-72) | |
| The Jefferson Medical College of Philadelphia (Spring, 1956, p. 75) | April, 1956 |
| North Dakota Agricultural College (Spring, 1956, pp. 130-160) | April, 1956 |
| The Ohio State University (Spring, 1956, pp. 81-83) | April, 1956 |
| Temple University ¹ (Spring, 1956, pp. 79-80) | April, 1956 |
| Catawba College (Spring-April, 1957, pp. 196-224) | April, 1957 |
| University of Nevada (Autumn, 1956, pp. 530-562) | April, 1957 |
| Alabama Polytechnic Institute (Spring, 1958, No. 1, pp. 158-169) | April, 1958 |
| Dickinson College (Spring, 1958, No. 1, pp. 137-150) | April, 1958 |
| Livingstone College (Spring, 1958, No. 1, pp. 188-191) | April, 1958 |
| The University of Michigan (Spring, 1958, No. 1, pp. 53-101) | April, 1958 |
| Southwestern Louisiana Institute (Winter, 1956, pp. 718-733) | April, 1958 |
| Texas Technological College ² (Spring, 1958, No. 1, pp. 170-187) | April, 1958 |

¹ By action of the Annual Meeting, April, 1958, censure is removed "on condition that, and whenever, the second paragraph in the recent addition to the University's regulations has been revised in a manner that meets the approval of this Association's Committee on Academic Freedom and Tenure."

² Censure was voted specifically on the Board of Directors, and not on the institution's administrative officers.

Report of the 1958 Nominating Committee

The 1958 Nominating Committee met in Washington on June 20-21 to select two nominees for the Council from each of the ten districts of the Association. Nominations are for three-year terms, beginning at the close of the last Council meeting held in connection with the 1959 Annual Meeting. The biographical information contained in this report will also appear on the ballots sent to all members of the Association in January, 1959, accompanied by similar information on any nominations that may be made by petition.¹

The Nominating Committee selected the nominees from among names suggested by members on the printed green slips sent out to the membership last January and from names proposed in letters received during the past year from individual members, chapters, and conferences. Over six hundred names were proposed for the ten Council memberships, and the Committee was generally in the fortunate position of having to make a hard choice among many excellent suggestions.

In making its nominations, the Committee gave first consideration to the choice of nominees who seemed most likely to make a contribution to the deliberations of the Council. Other factors were given weight, of course. For instance, no nominee was proposed from any institution already represented on the Council, and some weight was given to the lack of institutional representation in recent years. A special effort was made this year to find nominees from small colleges, particularly in districts now represented by Council members from large universities, since only two of the hold-over members of the Council are from small colleges. Some attention was also given to subject field, so that particular disciplines would not be over-represented. The final selections were made on the basis of professional distinction and activity in the Association's affairs—chapter, conference, or national committee.

After completing its assigned duties, the Nominating Committee discussed at some length the problems involved in the present nomination and election procedures of the Association. The Committee believes the procedures are a survival from an earlier time, when Association membership involved a more direct and personal relationship between the indi-

¹ For constitutional provisions on nominations and elections, see *AAUP Bulletin*, Spring 1A, 1958, pp. 286-87.

vidual professor and the Washington Office and a broad acquaintance of members with each other throughout the United States. Such conditions justified nominations to the Council by individual members and nationwide balloting for Council membership. The Committee believes that the growth of the Association membership has so changed these conditions that it would be wise to re-examine these procedures.

The Committee claims no particular familiarity with the operation of the national organization or the Central Office. With some diffidence, then, the Committee would like to submit for discussion and appropriate action the following suggestions:

1. The Nominating Committee believes that a better form should be devised for suggestions by members for Council nominees. The present green slip is frequently submitted with no information other than the name of the proposed nominee and the signature of his proponent. A new form which invites information in regard to the academic background and accomplishments, activities and honors, offices held in chapter and conference, and participation in regional and national meetings would elicit the kind of information needed by the Nominating Committee.

2. The Nominating Committee believes that more effort should be made to secure nominations supported by recommendations of chapters and conferences. The endorsement of a nominee by a large group of the members who know him best is of more assistance to a nominating committee than an independent and casual suggestion of one or two individual members. Far more than half the 600 names proposed this year were supported by only one member.

3. The Nominating Committee found that it was forced to pass over the names of a number of well-qualified and well-supported nominees because of the exigencies of institutional representation, subjects taught, etc. In addition, half the nominees proposed by the Committee will necessarily be defeated. The Committee suggests that in addition to the file of current proposals annually compiled for the use of the Nominating Committee, there should be a permanent or continuing file of information on strong prospects for the use of each nominating committee. Surely a strong nominee, narrowly defeated by a few votes among thousands cast, should not be permanently relegated to the list of forgotten persons. The 1958 Nominating Committee has prepared a list of excellent prospects whom it did *not* nominate for the Council, which it proposes to pass on to next year's committee.

4. The Committee suspects there is a need to revise the present distribution of the membership in the Districts. There were 128 names submitted from District VI, as compared with 24 from District II. The Committee believes that the General Secretary should survey the present distribution of members among districts and report to Committee O, which should consider whether some redistricting should take place to reflect more accurately the distribution of the Association's membership. Districts VI and IX seemed to be especially overcrowded and underrepresented.

5. The Committee discussed the recurrent suggestion that nominees

be voted on only by members from their own district, and the suggestion that representation should be by discipline rather than by geographic district. The 1958 Committee members found that they generally were more familiar with the qualifications of members in their own discipline in other districts than they were with members from their own districts in other disciplines. On the other hand, the growth of regional and state conferences in recent years is gradually changing this situation. Certainly election by discipline would now be a backward step. The Committee believes that for the next few years at least the Association should retain the present system, in which all members are entitled to vote on all nominees for the Council. As state and regional organizations flourish, a change to district representation and election may be advisable, but such a step at the present time would be premature.

6. In the meantime, the Committee suggests that members cast their ballots with restraint. At present almost all ballots returned are marked for every district. If a member finds no basis for a rational choice in a given district, he may be well advised to abstain from voting for a nominee from that district, trusting that those who are acquainted with the nominees will make an intelligent choice between them.

In conclusion, the Committee would like to express its appreciation to the General Secretary and the Central Office staff for their excellent work in compiling information in usable form. They stood by at all times to furnish additional information, although they firmly absented themselves from the Committee's deliberations. As we express our appreciation for the support we received, it is only fair to state that the nominations were the decisions of the *ad hoc* Nominating Committee, uninfluenced by the national officers, Council, or staff—a procedure which should be of interest to any members who may have thought of the Council as a sort of self-perpetuating oligarchy.

1958 Nominating Committee:

PAUL OBERST (Law), University of Kentucky, *Chairman*
 ROBERT B. BRODE (Physics), University of California (Berkeley)
 G. WAYNE GLICK (Religion), Franklin and Marshall College
 GORDON H. MCNEIL (History), University of Arkansas
 JAMES K. NEILL (English), Catholic University of America

Nominees for the Council, April, 1959–April, 1962

DISTRICT I

SAMUEL J. McLAUGHLIN, Education, University of Utah

Born, 1903. A.B., Syracuse University, 1924; M.A., 1927; Ph.D., New York University, 1936. Instructor, New York University, 1935–36; Professor and Head of Department, Cornell College, 1936–46; Professor and Head of Department, New York University, 1946–54; Professor and Head of Department, University of Utah, since 1954. Association member since 1937; Chapter President, 1941, 1958–59.

FRANK SULLIVAN, English, Loyola University of Los Angeles

Born, 1912. A.B., Regis College, 1934; A.M., St. Louis University, 1937; Ph.D., Yale University, 1940. Teaching Fellow to Associate Professor, St. Louis University, 1934-46; Instructor, University of Dayton, Summer Session, 1936; Associate Professor, Loyola University of Los Angeles, 1946-48; Professor since 1948. Association member since 1940; Chapter President, 1940-41.

DISTRICT II

SAMUEL R. MOHLER, History, Central Washington College of Education

Born, 1900. A.B., Manchester College, 1928; B.D., Yale University, 1931; M.A., University of Washington, 1936; Ph.D., University of Chicago, 1940. Assistant Professor, Pacific University, 1941-43; Assistant Professor, Central Washington College of Education, 1943-46; Associate Professor, 1946-52; Professor since 1952. Minister and Student Counsellor, Congregational Churches, Seattle, 1931-35. Faculty Council member, 1946-50, 1952-54, 1957-58; Chairman, 1952-54. Association member since 1943; Chapter President, 1945-46; Chapter delegate to form Pacific Northwest Regional Conference; Vice-President, Pacific Northwest Regional Conference, 1956-58; President, 1957-58.

RONALD V. SIRES, History, Whitman College

Born, 1901. B.A., Ohio Wesleyan University, 1923; Ph.D., University of Wisconsin, 1936. Instructor, Ohio Wesleyan University, 1925-27; Associate Professor, Ball State Teachers College, 1930-43; Whitman College since 1943; Professor since 1947; Fulbright Lecturer, University College of the West Indies, 1953-54; Visiting Lecturer, Ohio Wesleyan University, Summer, 1946; Visiting Professor, College of Puget Sound, Summer, 1956. Association member since 1947; Chapter President, 1949-50; Chapter Secretary, 1957-59; Chapter Delegate to Northwest Regional Conference, 1957, 1958.

DISTRICT III

JOHN VERNOR FINCH, Mathematics, Beloit College

Born, 1917. B.A., Oberlin College, 1938; M.A., University of Wisconsin, 1940; Ph.D., University of Chicago, 1951. Instructor, University of Chicago, 1946; Acting Instructor, University of Wisconsin, 1949-50; Assistant Professor, Beloit College, 1950-55; Associate Professor since 1955. United States Army Air Force, Private to Captain, 1941-46. Association member since 1951; Chapter Secretary, 1952-53; Chapter Vice-President, 1953-54; Chapter President, 1954-55.

RICHARD C. SPENCER, Political Science, Coe College

Born, 1893. A.B., University of Colorado, 1921; M.A., 1922; Ph.D., University of Illinois, 1928. Professor, Pacific University, 1921-22; Linfield College, 1922-25; Assistant Professor, Western Reserve University, 1928-39; Visiting Professor, University of Cincinnati, 1939-40; Professorial Lecturer (concurrent with Census Bureau employment), George Washington University, 1945-47; Visiting Professor, University of Nebraska, 1947-48; Professor, Coe College, since 1948. Business Research Economist, Works Progress Administration, 1940-42; Government Organization Specialist, United States Bureau of Census, 1942-47; Research Specialist, State of Illinois Legislative Council, Summers, 1951, 1955, 1958. Association member since 1935; Chapter Secretary, 1950-51; Chapter President, 1950-52, 1957-58; Delegate to AAUP State Conferences.

DISTRICT IV

PHILLIP H. DELACY, Classics, Washington University

Born, 1913. A.B., University of Washington, 1932; A.M., 1933; Ph.D., Princeton University, 1936. Instructor, Princeton University, 1936-38; Assistant Professor, Stanford University, 1938-40; Instructor, University of Chicago, 1940-43; Assistant Professor, 1943-49; Professor, Washington University, since 1949. Association member since 1947; Chapter President, 1952-53.

W. D. PADEN, English Literature, University of Kansas

Born, 1903. Ph.B., Yale University, 1925; M.A., 1929; Ph.D., 1935. Instructor, University of Tennessee, 1925-26; Instructor, Trinity College (Hartford), 1929-31; Instructor, Yale University, 1935-36; Instructor, University of Kansas, 1936-38; Assistant Professor, 1938-45; Associate Professor, 1945-51; Professor since 1951. Association member since 1937; Chapter Secretary-Treasurer, 1946-52, 1953-55; Chapter President, 1956, 1957-58; Secretary-Treasurer, Southwest Regional Conference, 1956-57.

DISTRICT V

SAM B. BARTON, Economics, North Texas State College

Born, 1906. A.B., University of Texas, 1930; M.A., 1932; Ph.D., 1938. Instructor, University of Texas, 1934-37; Assistant Professor, Stephen F. Austin State College, 1938-39; Associate Professor, North Texas State College, 1939-48; Professor since 1948. Economist, United States Bureau of Labor Statistics, 1936 and 1942; Army of the United States, 1942-45. Co-founder and State President of College Classroom Teachers Association (Texas), 1948-50. Association member since 1947; Chapter President, 1948; Chairman, Southwest Regional Conference, 1953-54, 1957-58.

HAROLD D. HANTZ, Philosophy, University of Arkansas

Born, 1911. A.B., University of Colorado, 1932; A.M., 1933; Ph.D., Columbia University, 1939. Assistant Professor and Acting Chairman, University of Mississippi, 1939-43; Associate Professor, Oklahoma State University, 1946-48; Chairman of Department, 1947-48; Professor, University of Arkansas, since 1948; Chairman of Department, 1948-54; Coordinator of Honors since 1958. Legislative Research Assistant, United States Senate Library, 1934-37; Army of the United States, 1943-46. Association member since 1949; Chapter President, 1954-55.

DISTRICT VI

FERREL HEADY, Public Administration, University of Michigan

Born, 1916. A.B., Washington University, 1937; M.A., 1938; Ph.D., 1940. Lecturer, University of Kansas City, Summer, 1940 and Spring, 1946; Instructor, University of Michigan, 1946-47; Assistant Professor, 1947-51; Associate Professor, 1951-57; Professor since 1957; Assistant Director, Institute of Public Administration (half-time), 1950-57; Associate Director (half-time) since 1957. Research Fellow, Brookings Institution, 1940-41; Administrative Assistant in Office of Director of Personnel, United States Department of Agriculture, 1941-42; Active Duty, United States Naval Reserve, Ensign to Lieutenant, 1942-46; Part-time Assistant to Commissioner James K. Pollock, Commission on Organization of the Executive Branch of the Government (Hoover Commission), 1947-49; Director, Institute of Public Administration, University of the Philippines,

1953-54. Association member since 1949; Member, Committee O on Organization and Policy since 1956; Chairman, Committee T on Faculty-Administration Relationships since 1957; Chapter Vice-President, 1957-58; Acting President, Fall Semester 1957-58.

C. HERMAN PRITCHETT, Political Science, University of Chicago
Born, 1907. A.B., Millikin University, 1927; Ph.D., University of Chicago, 1937. Assistant Professor, University of Chicago, 1940-46; Associate Professor, 1946-52; Professor since 1952; Chairman of Department, 1948-55, 1958-; Charles Hall Dillon Lecturer on Law and Government, University of South Dakota, 1957; Bacon Lecturer on the Constitution, Boston University, 1957-59. Research Associate, Tennessee Valley Authority, 1934-37; Research Associate, Public Administration Committee, Social Science Research Council, 1937-38, Post-Doctoral Research Fellow, 1938-39; Administrative Analyst, United States Department of Labor, 1939; Staff member, Regulatory Agencies Task Force, First Hoover Commission, 1948. Association member since 1947; Chapter Secretary-Treasurer, 1947-48; Chapter President, 1955-56, 1956-57; Member, Committee to Investigate University of Michigan, 1956-58; Delegate, American Council on Education, 1958-.

DISTRICT VII

RICHARD P. ADAMS, English (American Literature), Tulane University
Born, 1917. A.B., University of Illinois, 1939; M.A., 1940; Ph.D., Columbia University, 1951. Instructor, University of Kentucky, 1940-42; Instructor, Long Island University, 1947; Instructor, Rutgers University, 1947-49; Instructor, Lafayette College, 1949-53; Assistant Professor, Tulane University, 1953-56; Associate Professor since 1956. Sergeant, Army of the United States, 1942-45; Second Lieutenant, 1945. Association member since 1948; Chapter Secretary, 1952-53; Chapter Executive Committee, 1955-56; Chapter Recording Secretary, 1956-57; Chapter President, 1958.

JAMES B. McMILLAN, Linguistics, University of Alabama
Born, 1907. B.S., Alabama Polytechnic Institute, 1929; M.A., University of North Carolina, 1930; Ph.D., University of Chicago, 1946. Instructor, Judson College, 1930-31; Instructor, University of Alabama, 1931-37; Assistant Professor, 1937-43; Associate Professor, 1943-46; Visiting Professor, University of Florida, Summer, 1947; Visiting Professor, University of Chicago, Spring and Summer, 1948; Professor and Head of Department, University of Alabama, since 1946; appointed Visiting Professor and Director of Georgetown English Language Program in Ankara, Turkey, for 1958-59. Director of University Press, University of Alabama, since 1945. Association member since 1937; Chapter Secretary, 1937-39; Chapter Vice-President, 1948-49; Chapter President, 1950-51; Delegate to State Conference, 1951, Regional Conference, 1952; Member 1955 Nominating Committee.

DISTRICT VIII

WAYNE A. BOWERS, Physics, University of North Carolina
Born, 1919. A.B., Oberlin College, 1938; Ph.D., Cornell University, 1943. Instructor, Cornell University, 1942-44; Research Associate, Massachusetts Institute of Technology, 1946-47; Associate Professor, University of North Carolina, 1947-55; Professor since 1955. Physicist, Los Alamos Laboratories, 1944-46.

Association member since 1948; Chapter Secretary, 1954; Chapter President, 1957-58.

WOOD GRAY, History, George Washington University

Born, 1905. A.B., University of Illinois, 1927; M.A., 1928; Ph.D., University of Chicago, 1933. Teacher of History and Social Sciences, Pontiac, Illinois, Township High School, 1928-30; Instructor, University College, University of Chicago, 1931-34; Assistant Professor, George Washington University, 1934-37; Associate Professor, 1937-44; Professor since 1944; Chairman of Department, 1937-53. Research Associate, Social Science Research Council (University of Chicago), 1931-34; 1st Lieutenant, Captain, Major, Army of the United States, 1943-46. Member, Screening Committee for Overseas Lectureships under Fulbright and Smith-Mundt Acts of Associated Research Councils, 1953-57. Association member since 1935; Chapter Secretary, 1937-38; Chapter President, 1957-58; Member of Committee T on Faculty-Administration Relationships since 1957.

DISTRICT IX

JAMES A. STORING, Political Science, Colgate University

Born, 1905. A.B., Iowa State Teachers College, 1927; M.A., State University of Iowa, 1931; Ph.D., 1938. Teacher, Iowa public schools, 1927-38; Instructor, Colgate University, 1938-41; Assistant Professor, 1941-45; Associate Professor, 1945-48; Professor since 1948. Visiting Professor on Fulbright Program, University of Oslo, 1950-51; Visiting Professor, Overseas Program, University of Maryland, 1955-56. Chief, Northern European Branch, UNRRA, 1944-45. Association member since 1939; Chapter Secretary, 1941-45; Chapter President, 1948-49, 1955; Member of the Council, New York State Conference, 1953-55; Vice-President since 1957.

BELLE ZELLER, Political Science, Brooklyn College

Born, 1903. A.B., Hunter College, 1924; M.A., Columbia University, 1926; Ph.D., Columbia University, 1937. Tutor, Hunter College, 1926-29; Instructor, 1929-30; Instructor, Brooklyn College, 1930-37; Assistant Professor, 1937-44; Associate Professor, 1944-52; Chairman of Department, 1938-41; Professor since 1952. Research Consultant, United States Congress, House Select Committee on Lobbying Activities, 1949-50; Member, Temporary State Commission to Study the Organizational Structure of the Government of the City of New York, 1953-54; Chairman, Legislative Conference of the City Colleges, since 1944. Association member since 1932; Chapter Vice-President, 1938-40.

DISTRICT X

LAWRENCE E. BRETSCH, Marketing and Advertising, University of Rhode Island

Born, 1911. B.S., Syracuse University, 1932; M.S., New York State Teachers College, Albany, 1937; Ed.D., Columbia University, 1953. Head, Commercial Department, Castleton-on-Hudson High School, 1932-37; Vice-Principal, 1934-37; Head, Commercial Department, Palmyra, N. J., High School, 1939-40; Instructor, Business Department, Haverstraw, N. Y., High School, 1940-47; Head, Business Division, Bergen Junior College, 1947-53; Professor and Head of Department, University of Rhode Island, since 1953. Staff Sergeant, Sergeant Major, United States Army Air Force, 1942-46. Association member since 1953; Chapter President, 1956-57.

BENJAMIN F. WISSLER, Physics, Middlebury College

Born, 1905. B.S., Muhlenberg College, 1926; A.M., Columbia University, 1932; D.Sc., Muhlenberg College, 1951. Instructor, Muhlenberg College, 1927-30; Instructor, Middlebury College, 1930-35; Assistant Professor, 1935-38; Associate Professor, 1938-41; Professor since 1941. Member of Advisory Committee to Vermont State Department of Education on Science and Mathematics. Association member since 1945; Chapter Vice-President, 1955-56; Chapter President, 1956-57; Member 1957 Nominating Committee; Present member of Committee B.

*The Objective Observer; or,
Make It Impersonal, Please*

("This paper is not objective enough.
Cut out the I's and take a more scientific
approach to the subject. . . .")

—Letter from an Editor)

"I think—" the author naively began;
"Tut!" said the professor, professing,
"You mean to say that 'it was thought.'
One must keep one's reader guessing.

'I' is almost never said;
Use the impersonal instead.

—Besides, suppose you are wrong?"

"But it is *my* thought," the man insisted;
"Why should I try to conceal it?"
The professor sighed, "Objectivity!
The world of science requires it.

'I' is simply never said;
Use the impersonal instead.

—Besides, aren't things uncertain in this world?"

"But this isn't science," the writer replied,
"So isn't your view a phony one?"
The professor bristled with injured pride
And turned his insulted face aside.

"You'll have to take my word for it, son;
That's the way they—er—"it is done."
Just make it impersonal, please.

Er, that is, it should be made impersonal.

—Besides, do you want to give the game away?"

Paul C. Wermuth

Preludious: A Theophrastan Character

By EDWIN THOMASON
Newark State College

The Local Pedagogue

is a living cliché. At the first faculty meeting after the vernal equinox, the president drops a coin into this professorial slot machine and out tumbles a jackpot of phrases designed to communicate without thought on anybody's part, especially the speaker's; that is, he is Edgar Guest, Norman Vincent Peale, and *The Reader's Digest* piped through one faucet with fluent inarticulateness. Worse, his flotsam and jetsam of possible meaning is put to rout by the good sense of spring in the garden outside. He is the airy abstractionist, the relativistic absolutist, who over the years has meticulously corrected many papers for what he calls the spelling error in the word *children's*, because (as he once asked) "what is the plural of *children*?" Therefore, he is an authority on integration and a critic concerning the low level of English expression at the school, always happy to say "in other words there is a fundamental failure in structuring your freshman course situation to hit the protoplasm hard while it is in the plastic state." He is a compulsive talker, an unconscious mummer, a fanatic new convert to the god Education (having as a young man sold guano—what makes him think he ever gave it up?); he placards rooms with bits of liturgy like *It is more fun to learn when you have an I. Q. of 60 than it is with one of a 140*. His speech pattern is a symphony of verbal tics; the time he has the floor is one long lapse in the logic of grammar, usage, and rhetoric; he leans against the barricade at the frontier of knowledge and, veins venomously distended by a murky vision of the scientific method, breaks through with a spate of *terza rima*:

That is in other words I take it either from myself
But probably from the dean's office will be
Forthcoming a proposal of a directive for the
Purposes in terms of certain curriculum changes
Or so far as the more or less general division
Of responsibility of a shall we say educators as
Such on an area of perhaps that sort of problem
With others of course and rightly so disagreeing
Yet if they look into the findings how can we fail

To admit deep and abiding learnings and rather
Exciting data according to my lights realistically
Viewing it as to the procedure without which what

Else could possibly be a better finger in the dike
To coin an expression unless perhaps a follow-up
By way of a mimeographed form to insure to the

Best of all our abilities respectively the quickest
Execution of the I might add concise but I think
It will be clearer later document I shall lay at

The close of the presentation in your hands after
I have had a chance to begin now if there are no
Questions that can't be held over to present you

With more facts though time is as usual a precious
Commodity around here where there are trains and
So on to catch in other words provided I have your

Permission to continue while making it short so
As to then have an extended and adequate question
Period in keeping with what is the custom with our
Faculty I understand to be the sense of this body

Pronouncing "Processes" and "Premises"

If I may raise a somewhat trivial and unacademic question, I should like to ask why one hears so many academic folk pronounce the words "processes" and "premises" with the last syllable "-eez" (as in "freeze") instead of "-ez" (as in "fez"). Are we so accustomed to pronouncing the plural of words like "analysis" and "synopsis" and "thesis" (not to mention "antithesis," "synthesis," "hypothesis," "parenthesis,") that we begin to imagine that *all* plurals in "-ses" are similarly pronounced? I am reminded of a radio announcer who discoursed about certain new American air "bas-eez," apparently identifying the plural of "base" with the plural of "basis" because the spelling is the same.

It would be different if "process-ez" or "process-eez" were a choice between two recognized usages, such as "prohcess" or "prahcess." But is there any more warrant for saying "process-eez" than for saying "recess-eez" or "success-eez?" Is it not as wrong to say "premis-eez" as it would be to say "promis-eez" or "servic-eez?" Of course, usage eventually makes *any* pronunciation correct, and if the mannerism continues, the time may come when dictionaries recognize it as correct pronunciation (at least among college professors). But I question whether our profession, on mature consideration, would wish to encourage such an outcome.

Hugh van Rensselaer Wilson

Brooklyn College

Educational Developments

A. Economic Status

Caltech Adopts New Medical Insurance

A faculty committee of the California Institute of Technology has worked out a greatly improved plan of medical insurance for the faculty and employees of the Institute; this plan has been adopted by the Board of Trustees. Under the new plan, basic hospital and surgical benefits are covered by the California Physician's Service (Blue Shield), and major medical coverage is provided by the Prudential Company. The two are integrated so that the major medical plan takes over when the Blue Shield coverage runs out. After a \$100 deductible (cumulative for one year), the major medical insurance pays 80% of physician's fees and further hospital expenses, including drugs, services, and special nursing prescribed by the physician up to a total of \$15,000 for each individual covered under the contract. The Institute pays half of the cost of the insurance both for the subscriber and for his covered dependents. The plan was worked out by a faculty committee, the chairman of which was Professor Ian Campbell, president of the Association's chapter and a member of the Council.

Medians for Six Ohio Colleges

The Association's chapter at Oberlin College has made a survey of salary scales for 1957-58 at a number of institutions comparable to it by type or location. In a group of six Ohio colleges (Antioch, Denison, Keyon, Oberlin, Ohio Wesleyan, Wooster), the lowest and highest median for each rank is as follows: Instructor, \$4200-4550; Assistant Professor, \$4929-\$5355; Associate Professor, \$5800-\$6825; Professor, \$7350-\$8775. Most of these colleges have improved their salary scales for 1958-59. Oberlin's new scale was reported in the Spring, 1958 *Bulletin*, p. 301. The chapter committee which made the survey computes that if professors at Oberlin were to receive a salary to give an increase in purchasing power proportional to the increased weekly earnings of manufacturing workers since 1939-40, the mean would be \$18,380 a year.

Some Canadian Salaries

According to figures issued by the Canadian Association of University Teachers, the median salary for professors at the University of British Columbia is \$9250, and the minimum is \$8000; for lecturers (instructors), the median is \$4730 and the minimum \$4000. Other medians and minima for professors and lecturers: McGill, \$9000 and \$8000, \$4000 and \$3500; McMaster, \$9120 and \$8000, \$5130 and \$4000; Queen's, \$9000 and \$9000, \$5000 and \$4000. At Toronto the means and minima are: professors, \$10,110 and \$9600; lecturers, \$4790 and \$4300.

California State Colleges Brochure

A pamphlet describing the teaching opportunities in California State Colleges (there are twelve) has been issued by the Superintendent of Public Instruction. There are paragraphs on topics such as "Administration, Personnel, and College Policies," "Summer Session and Extension Programs," "Appointments and Advancement Opportunities," and so on. The salary schedule announced for 1957-1958 for professors ranges from a minimum of \$8520 without a Ph.D. and a minimum of \$8940 with a Ph.D. to a maximum of \$10,860 with a Ph.D. For associate professors (same degree requirements), minima \$6672 and \$7008, maximum \$8520. For assistant professors, minima \$5496 and \$5772, maximum \$7008. For instructors, minima \$4980 and \$5232, maximum \$6360. The salaries are paid in twelve monthly installments for service during the academic year and do not include the summer session. Annual increases of 5% are given for satisfactory service until the maximum of the range is reached.

Increases in Tuition Charges

The following advances in tuition for 1958-1959 have been noted: Amherst, \$800 to \$925; Antioch, \$800 to \$1000; Bryn Mawr, \$850 to \$1100; Carleton, \$1600 to \$1700; Fordham, \$700 to \$850; Grinnell, \$700 to \$800; Kenyon, \$750 to \$900; Mt. Holyoke, \$1000 to \$1250; Reed, \$800 to \$1050; Wesleyan University, \$800 to \$1000. A large number of institutions had already raised tuition for 1957-1958 from the 1956-1957 level, among them: Brown, \$950 to \$1050; Colgate, \$950 to \$1100; Cornell, \$1000 to \$1100; Dartmouth, \$980 to \$1170; Duke, \$600 to \$800; Mills, \$750 to \$900; New York University, \$800 to \$900; Occidental, \$750 to \$900; University of Pennsylvania, \$1035 to \$1150; Pomona, \$820 to \$920; Princeton, \$1000 to \$1200; Rensselaer Polytechnic, \$1060 to \$1260; Swarthmore, \$925 to \$1125; Tulane, \$650 to \$750; Washington and Lee, \$550 to \$650; Williams, \$800 to \$900; Yale, \$1000 to \$1100.

University of Illinois Chapter Reports on Salaries

The Committee on Economic Status of the University of Illinois (Urbana) chapter of the Association has reported on salary conditions at the University and has made recommendations regarding salary increases for the next ten years. The report is a continuation of a study made by the Committee in 1956. Comparison is made with salaries paid in 1909, and the conclusion is reached that "For the 46-year period the average full professor at the University of Illinois not only did not experience any gain in economic status, but in fact suffered a decline in purchasing power. A similar situation prevails for associate and assistant professors." Developments since 1956 are reviewed, and a tentative ranking of the University on the scale of minimum salaries recommended in the Spring *AAUP Bulletin* is made. The percentages of faculty in the ranks of professor and associate professor have risen steadily during the past four years, and the report suggests that "The deteriorated position of the academic salary structure has caused several department heads to use promotion in rank in lieu of salary increases or in order to justify salary increases needed. . . . While department heads may temporarily postpone the impact of an inadequate salary structure by granting promotions,

the effect is merely to postpone the problem." Professor Norton Bedford was the Chairman of the Committee.

Duke, Report Makes Use of Committee Z Study

The Committee on Academic Salaries and Living Costs of the Association's Duke University chapter has made a study of salaries at Duke for 1957-1958. This is the third of a series; previous studies were made in 1952-1953 and 1955-1956. It finds that since 1939, the average increase in salary at the level of professor has been 103%; associate professor, 95%; assistant professor, 92%; instructor, 108%. It points out that salaries before the payment of personal taxes "have just about caught up with the inflationary increases in consumer prices since 1939-40." On the other hand, after the deduction of income taxes, "the purchasing power position of a Duke faculty member in 1957-58 is below that of a person with a similar rank and family situation in 1939-40." It further points out that this is true while other segments of the economy have achieved greatly enhanced purchasing power. The report makes wide and discerning use of the reports on salaries at selected universities and colleges that have been published by the Association's Committee Z. Two tables compare the salaries at Duke with those of groups relevant to Duke in the Committee Z reports. This adequately fulfills one of the purposes of the Duke committee report: "One of the more important uses of salary data is to measure Duke's ability to compete with other institutions for faculty." Professor Frank A. Hanna is chairman of the Duke committee.

Northwestern Chapter Draws Up Statement

The Northwestern University chapter has adopted a carefully prepared statement, calling attention to the fact that the decisions to be made in appointing and promoting faculty members "are comparable to the decisions of an enterprise concerning the character of its long-term investment." "With university faculties, development is a slow process, but disintegration can proceed at a rapid pace." The chapter committee on economic status, headed by Professor Arnold Siegert, is circulating a questionnaire to all departments of the University in an endeavor to find the successes, failures, and prospects of each department in maintaining or improving its academic position in the light of the present salary situation.

Purdue Chapter Committee Makes Salary Study

The Committee on the Economic Status of the Faculty of the Association's chapter at Purdue University has made a report and statement of proposals to the chapter consisting of 13 pages and a supplement. It contains three charts and six tables. It proposes that, in order to keep the quality of those recruited to the faculties of the future high, they should "be drawn from the most able 10% of the population." It suggests that it is not unreasonable, then, to expect that a high proportion, at least of the two upper ranks, should

receive salaries within the range of the highest 10% of the incomes in the United States. A chart is presented to show that three fourths of the members of the faculty at Purdue receive salaries that lie in the second, third, and fourth U. S. income deciles. Then other charts show that if Purdue salaries were increased on the average of 36%, the distribution could be made so that the large bulk of professors' and associate professors' salaries would fall in the top decile; assistant professors' salaries would fall in the second decile, and instructors' in the third. Many other points are made in the report, but this is the most novel.

NEA Issues Report of Salary Study

The Research Division of the National Education Association has published the results of a study of salaries and salary structures in 1074 institutions of higher education. These are broken down into 11 types, of which nine are of degree granting institutions and two are of institutions of junior college grade. Of the degree granting institutions, 1024 were invited to participate in the study, and 787, or 76.9 per cent, responded. Those which responded are classified according to region. The analysis of the data received from the participating institutions is very detailed—there are 49 tables and two charts. As examples, Table 4 is captioned "Distribution of Salaries Paid to Full-time Instructional Personnel (All Ranks) in 772 Degree-granting Institutions for Nine Months of Service, by Type of Institution, 1957-58"; Table 5 gives the distribution by geographic region; Tables 6 and 7 give the distribution for professors according to type of institution and according to geographic region; Tables 8 and 9 do the same for associate professors; and so on. Copies of the report may be obtained from the NEA Publications-Sales Section, 1201 Sixteenth St. N. W., Washington 6, D. C. The price is \$1.00 per copy; 2-9 copies, 10% reduction; 10 or more copies, 20% reduction.

Scholarships for Faculty Children at Boston University

President Harold C. Case, of Boston University, recently announced a broadening of the institution's present scholarship assistance plan, to go into effect in September, 1958, which will provide full and half tuition scholarships for sons and daughters of faculty members. The amount of the tuition scholarship will depend on the length of time a parent has been on the staff or faculty. Yearly tuition for most of the University's fifteen colleges is now \$900. The new plan carries benefits to children whether a parent is currently on the faculty, retired, or deceased. Assistance in permitting faculty and staff personnel to pursue their own education, as well as the education of their husbands and wives, will continue as part of the over-all plan. In announcing the expanded plan, President Case stated, "It is hoped that this tuition remission program will help fulfill needs in higher education and provide an added measure of economic security for many members of our University faculty and staff."

Potpourri

Dartmouth College raised \$5,048,259 in the first seven months of its current campaign for \$17,000,000 to expand the college plant and increase

faculty salaries. . . . Faculty salaries at Lake Forest College (Illinois) have been raised 24%. . . . Tulane University has received approximately \$1,000,000 for its medical school from the estate of J. Walter Libby, an alumnus and retired sugar planter, who died recently. . . . A study made under the sponsorship of the American Society for Engineering Education states: "If the salaries of engineering teachers are to be competitive with nonteaching opportunities, the average engineering teacher should earn \$12,500 annually in 1966-1967." . . . Case Institute of Technology has opened a \$65,000,000 campaign. . . . Barnard College has already received \$2,060,000 toward a \$2,150,000 classroom and library building under construction. Principal donors are Mrs. Arthur Lehman and the Wollman Foundation. . . . Yale Alumni Fund for 1958 had reached \$1,702,000 by June 15. . . . A gift of \$15,000,000 to Yale University for two residential colleges and expansion of the undergraduate seminar program has been made by the Old Dominion Foundation, founded by Paul Mellon, a member of the Class of 1929. . . . The University of Miami announced in May the receipt of a gift of \$1,000,000 from James N. McArthur, a member of its Board of Trustees. . . . It has been announced that \$961,007 in gifts were received by Williams College during the year. Of this amount, \$238,435 was from the alumni. . . . Faculty salary increases for the coming year have been announced by Wesleyan University. Professors will receive \$10,000 to \$13,000; associate professors, \$7000 to \$9000; assistant professors, \$5600 to \$6900; instructors, \$4600 to \$5400. . . . Colgate University has announced that \$3,830,030 has been subscribed toward its \$4,100,000 development fund. . . . Harvard, Yale, and Princeton Universities, Massachusetts Institute of Technology, and the University of Pennsylvania each has received a grant of \$500,000 from the Donner Foundation to establish a Donner professorship in science. The income from the grant will pay an annual salary of about \$20,000 to the person holding each chair. . . . Chester Fritz has given the University of North Dakota \$1,000,000 for a new library. Mr. Fritz, an investment banker living in Rome, Italy, was born in North Dakota and attended the University as a freshman and sophomore, in 1908 and 1909. . . . Yale University has received a gift of \$500,000 from the Helen and Thomas Hastings Fund, Inc. Thomas Hastings, who died in 1929, designed Yale's Woolsey Hall. . . . A new science building at Swarthmore College will be financed by a grant from the Longwood Foundation, endowed by the late Pierre S. du Pont. It will cost \$1,800,000. . . . Dartmouth Medical School has received a grant of \$1,000,000 from the Commonwealth Fund. . . . Boston University has launched a \$60,000,000 development program to be completed in the next ten years. . . . The Rockefeller Foundation has given Yale University \$310,000 for the Cowles Foundation for Research in Economics, which is a part of Yale's Department of Economics. . . . Grants totaling \$175,000 have been made to state associations of independent liberal arts colleges in fourteen Midwestern states by the Standard Oil Foundation, Inc. (Indiana). . . . The Massachusetts Scholarship Foundation, a nongovernmental group, will give 200 scholarships totaling \$100,000 to worthy students who do not receive support from other scholarship sources. . . . A grant of \$203,200 has been made to the Strong Memorial Hospital of the University of Rochester Medical Center by the John A. Hartford Foundation. . . . Leon Williams, a New Mexico rancher who died May 26, left \$100,000 to Colorado College. After a number of other specific bequests have been paid, the balance of the

estate is left to Dartmouth College. . . . New York University has announced plans to build a \$2,000,000 engineering and technology building, financed by a gift from Frank Jay Gould, an alumnus, who donated the money before his death in 1956. . . . The Carnegie Corporation of New York announced on May 25 the recent distribution of more than \$1,000,000 to individuals and educational institutions. . . . Of the total of \$1,002,394 given to Barnard College last year, \$372,238 was given by alumnae. . . . Hamilton College has received a grant of \$100,000 from the Irene Heinz Given and John La Porte Given Foundation of New York for improved instruction. . . . Lehigh University has announced the receipt of \$142,000 in contributions through a class insurance program. . . . The A. W. Mellon Educational and Charitable Trust, of Pittsburgh, has announced the distribution of \$127,266,081 since its establishment in 1930. Of this total, \$10,429,454 was granted in 1957. . . . Joseph Merrick Jones, New Orleans attorney, has made a gift of \$100,000 to the University of the South at Seawanee, Tenn. Mr. Jones' great grandfather, Bishop Leonidas Polk, who was killed in service as a Confederate lieutenant general during the Civil War, was the principal founder of the University. . . . Trinity College, Hartford, Conn., has received a grant of \$100,000 to establish the Cesare Barbieri Center for Italian Studies. . . . The Class of 1933 of Dartmouth College recently gave the College \$312,000, the largest single class gift in Dartmouth's history. A total of \$482,320 has been given to the College by this class since its graduation. . . . Cortland State Teachers College (N. Y.) has received a bequest of \$325,000 from the late Mrs. Ida F. Neuberg of Cortland, N. Y., to be used for a social center in a new student union building. . . . The United States Steel Foundation has granted a total of \$2,000,000 in 1958 to privately supported liberal arts colleges, science and engineering institutes, public and private universities, and medical schools, and to associations and groups in the field. . . . The Alfred P. Sloan Foundation of New York City has awarded scholarships to thirty-two colleges and universities for 127 promising young students who have shown leadership in professional or vocational fields. The total group in residence on campuses in 1958-1959 will be 350. . . . Sixty-one men and women from colleges across the country have been awarded Danforth Teacher Study Grants. The stipend depends on the candidate's salary and number of dependents, and may be as high as \$4600 for the academic year. . . . The Ford Foundation has announced 125 fellowships in business administration and economics for the 1958-1959 academic year. These are to be awarded to graduate students or to teachers. The Foundation has also appropriated \$750,000 to continue the program for 1959-1960.

B. Other Developments

Faculty Interests in Revision of the Copyright Law

The Librarian of Congress recently appointed the Association's General Secretary, William P. Fidler, to the Panel of Consultants on General Revision of the Copyright Law. The Panel, under the chairmanship of the Register of Copyrights, meets from time to time to consider the interests of users, creators, and distributors of copyrighted works, and it submits comments on a series of studies, prepared by specialists for the U. S. Copyright Office, which analyze problems related to copyrights. Study Number 9 in the series was written by Ralph S. Brown, Jr., a Panel member and Profes-

sor of Law at Yale University, who was elected this year to the Association's Council. Another Association member serving on the Panel is Professor Harry G. Henn, of Cornell University.

In the interval since passage of the present copyright law in 1909, many new problems have arisen as a result of greater and more varied use of copyrighted works, particularly in education, radio, television, and the recording and motion picture industries. As users and creators of copyrightable literary and artistic works, the academic profession has interests in the copyright law which should be brought to the attention of the Panel of Consultants.

Among the policies and problems under examination by the Panel are:

- (1) the issues involved in a possible change in the duration of copyright protection, from the present limit of 56 years, to a duration extending throughout the life of the creator plus a certain period from the date of his death;
- (2) extension of the copyright law to cover unpublished works, now protected under common law;
- (3) use and protection of manuscript materials in public libraries;
- (4) copyright protection of tape recordings, which cannot now be registered; and
- (5) continuance or elimination of the requirement concerning notice of copyright.

Association members are urged to send suggestions to the General Secretary on the interests of the academic profession, particularly as users of copyrighted materials, in the revision of the copyright law.

Tulane Chapter Defends Academic Freedom of LSU Faculty

The Association's chapter at Tulane University passed a resolution in defense of the right of 66 professors at Louisiana State University to sign a petition opposing legislative bills aimed at closing public schools under Federal orders to integrate. The 66 faculty members were listed among 600 persons who signed the petition, which was circulated by the Louisiana Civil Liberties Union and presented, on June 9, 1958, to a committee of the House of Representatives holding a public hearing on the segregation bills. Widespread publicity was given to the legislative committee's announcement that it would proceed with a full inquiry into the views of the LSU faculty on racial integration in the schools of the state. The full text of the Tulane resolution follows, as printed in the *New Orleans States* on June 24:

We, members of the Tulane University Chapter of the American Association of University Professors, are concerned for the welfare and effectiveness of Louisiana State University, some faculty members of which are now being investigated by a joint committee of the Louisiana State Legislature.

We do not question the right of the Legislature to conduct any investigation which may contribute to the making of State laws.

However, we wish to call the joint committee's attention to the possible consequences of such an investigation if it is not conducted with justice and reason. The rules of academic freedom and tenure now in effect at Louisiana State University, and at most other colleges and universities throughout the country, are designed to guarantee the scholar's right to seek for truth wherever it may be found, and to publish his results. These rules also guarantee that a faculty member has all the rights of any other citizen, including the right of petition. The rules of academic freedom apply as much to faculty members without tenure as to those with tenure.

The AAUP, as an organization, is dedicated to the defense of academic

freedom and tenure, because without these guarantees there can be no higher education worthy of the name. We deplore the fact that the mere exercise of the right of petition by certain faculty members of Louisiana State University has resulted in their being called to account by the Legislature. We fear that this discriminatory harassment of certain faculty members will result in great damage to higher education in Louisiana.

We therefore:

(1) Support the right of the 66 LSU faculty members and the other citizens who signed a petition sponsored by the Louisiana Civil Liberties Union opposing certain bills to take this action.

(2) Commend Troy Middleton, President of LSU, for his statement and defense of the tradition of academic freedom and tenure.

(3) Urge the members of the Legislature of the State of Louisiana to respect and to abide by the tradition of academic freedom and tenure and to refrain from direct or indirect intimidation of persons, either individually or in groups, holding opinions opposed to their own. Otherwise the Legislature may do irreparable damage to the institutions of higher learning it has so patiently built.

BE IT RESOLVED that copies of this action be sent to the President of Louisiana State University, to the presiding officers of the House and Senate of the Louisiana Legislature, and to the Presidents of the other colleges and universities in Louisiana, with the request that the action of the Tulane University Chapter of the American Association of University Professors be made known to the faculty of Louisiana State University, to the members of the Louisiana State Legislature, and to the faculties of the other colleges and universities in Louisiana.

Several groups in Louisiana, including the Alumni Council of Louisiana State University, have made public announcements of their support of the LSU faculty members under investigation.

Offer of Free Legal Aid to Professors

The National Secretary of the Workers Defense League, Miss Vera Rony, recently informed the Washington Office that the services of the League's staff of experienced lawyers are available, on a nonfee basis, to professors who need legal assistance in situations involving academic freedom and tenure. Miss Rony stated: "We would be glad to hear from you of any way in which we may be helpful to the Association in its brave fight for the rights of a crucial group of American citizens who have only recently received the attention and concern which they have so long deserved." The offices of the Workers Defense League are at 122 East Nineteenth Street, New York 3, N. Y.

Analysis of Retention and Withdrawal of College Students

A study entitled *Retention and Withdrawal of College Students*, by Robert E. Iffert, has been published by the U. S. Office of Education. Among its statistical analyses are studies of length of attendance, rate of graduation, reasons for going to college, student reactions to college facilities and services, subject-fields of student interest, factors related to persistence in college, students who transfer, and students who discontinue. Mr. Iffert's study is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 65 cents a copy.

Barnard College Forum on Higher Education

Proceedings of the Tenth Annual Barnard Forum on "What's Ahead for Higher Education?" have been published and are available for distribution. Included in the proceedings are speeches by Senator Margaret Chase Smith, on "The Federal Government"; President Lynn White, Jr., of Mills College, on "The Independent College"; and President Lewis Webster Jones, of Rutgers, the State University of New Jersey, on "The Publicly Supported University." The Barnard Forum is sponsored by Barnard College in co-operation with metropolitan alumnae groups of forty-nine colleges and universities and the New York City Branch of the American Association of University Women. The event is designed to bring into the light of open discussion the critical issues of the times as a public service to the community and as a contribution to general education. Copies of the proceedings may be obtained from The Barnard Forum Office, 606 West 120 Street, New York 27, N. Y., at 25 cents a copy.

Biennial Report of the Fund for Adult Education

In its report for 1955-1957, entitled *Continuing Liberal Education*, the Fund for Adult Education describes its activities through an attractive illustrated booklet. The chapter headings are "Liberal Adult Education through Television and Radio," "Advancing Liberal Adult Education through Educational Institutions," and "Leadership, the Field and Public Understanding." The appendix contains ample data on the programs to which the Fund has given support.

Information on Honors Programs

The first issue of *The Superior Student*, a monthly newsletter published by the Inter-University Committee on the Superior Student, appeared in April, 1958. The ICSS is an organization of representatives of publicly-supported colleges and universities created to encourage the development of special programs for the superior student in American education—programs customarily referred to as "honors" programs. The first number of *The Superior Student* contains articles on the aims of an honors program, grants for the gifted student, and programs in operation at several institutions. The newsletter is edited in the offices of the ICSS at Hellems Hall, University of Colorado, Boulder, Colorado.

Study of Religion in the Public Schools

The American Council on Education recently published a report entitled *The Study of Religion in the Public Schools: An Appraisal*. This is the fourth in a series of Council reports on the appropriate relationship of religion to public education. Edited by Nicholas C. Brown, this book contains discussions of the constitutional and legal limits of public authority relating to religious education, the place of religion in the history of American ideas, religious matter in the teaching of American history, some religious aspects of elementary American history, and proposals for research and experimentation relating to religion and public education during the next decade. The publication may be ordered from the Publications Division of

the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., at \$2.50 per copy.

First Issue of New Quarterly: "Daedalus"

In announcing the appearance of the first number of *Daedalus*, the American Academy of Arts and Sciences stated that the quarterly "aims to give the intellectual community a strong and balanced voice of its own." The essays in the Winter, 1958 number emphasize the effects of science on our view of the world. The authors are Gerald Holton, Henry Guerlac, Harcourt Brown, Giorgio de Santillana, Philipp Frank, Robert Oppenheimer, Jerome S. Bruner, P. W. Bridgman, Charles Morris, and Howard Mumford Jones.

College Program for Army Enlisted Personnel

The Army recently announced that it will offer to finance four years of college education for soldiers who agree to stay in the service for twelve years. The program for enlisted personnel—soldiers or WAC—will be similar to that carried out in the education of officers in past years. Soldiers in college will remain on active duty with their full pay and allowances, and the government will pay tuition and other educational costs. Participation will be voluntary, and applicants will not be required initially to reenlist for the full twelve-year period of their obligation. About 300 enlisted personnel are expected to take part during the first year of the program, the academic year 1958-1959.

Chicago Program for the Training of College Teachers

A progress report from the University of Chicago, entitled "Training College Teachers," appeared in the January, 1958 issue of *The Journal of Higher Education*. The author is Harold B. Dunkel of the University of Chicago faculty, who is chairman of the Association's Subcommittee C-1 on Aims and Methods of Instruction. The training program, initiated some twelve years ago, has been subsidized since 1953 by a grant from the Carnegie Corporation.

Teaching, Tuition, and Cost in the Twelfth Century

Now, gentlemen, we have begun and finished and gone through this book, as you know who have been in the class, for which we thank God and His Virgin Mother and All His Saints. It is an ancient custom in this city that when a book is finished mass should be sung to the Holy Ghost, and it is a good custom and hence should be observed. But since it is the practice that doctors on finishing a book should say something of their plans, I will tell you something, but not much. Next year I expect to give ordinary lectures well and lawfully as I always have, but no extraordinary lectures, for students are not good payers, wishing to learn but not to pay, as the saying is: All desire to know but none to pay the price. I have nothing more to say to you, beyond dismissing you with God's blessing and begging you to attend the mass.

Quoted by C. H. Haskins, *The Renaissance of the Twelfth Century* (Meridian Books, 1957), p. 204. (Submitted by Richard J. Schoeck, University of Notre Dame).

Organizational Notes

Reorganization of the Association's Standing Committees

It is customary, at the beginning of the two-year term of a new President of the Association, to make changes in the personnel of the Association's standing committees. At this time, these changes are being made on a somewhat more systematic basis than has been true in the past, in accordance with a directive adopted by the Council at its New York meeting in April, 1957, providing that all committee terms are henceforth to be for three years. Appointments to a second consecutive three-year term are to be made "only occasionally," and a third such term is "to be rare and definitely terminal." The Council also provided that in 1958 special provision should be made to have one third of each committee serve for one, two, and three years, respectively, so that thereafter one third of the positions on each committee would fall vacant each year.

President Bentley Glass now has under consideration the making of certain new appointments to standing committees in conformity with this directive. He hopes to be able to announce the full roster of all committees and the terms of service of all members in the Winter, 1958 issue of the *AAUP Bulletin*.

At this time, President Glass announces the personnel of Committee A on Academic Freedom and Tenure for the year 1958-1959, as follows:

(1) *Three-year Term*

Robert K. Carr, Chairman (Political Science), Dartmouth College
Ralph S. Brown, Jr. (Law), Yale University
David Fellman (Political Science), University of Wisconsin
William P. Fidler (English), Washington Office
Walter P. Metzger (History), Columbia University

(2) *Two-year Term*

Ralph F. Fuchs (Law), Indiana University
Bentley Glass (Biology), The Johns Hopkins University
Louis Joughin (English), Washington Office
Douglas B. Maggs (Law), Duke University
Helen C. White (English), University of Wisconsin

(3) *One-year Term*

Bertram H. Davis (English), Washington Office
Warren C. Middleton (Psychology), Washington Office
Glenn R. Morrow (Philosophy), University of Pennsylvania
Talcott Parsons (Sociology), Harvard University
Warren Taylor (English), Oberlin College
George C. Wheeler (Biology), University of North Dakota

Executive Committee Appointed for 1958-59

With "the advice and consent" of the Council, President Bentley Glass has appointed the following persons to serve as members of the Executive

Committee of the Council for a two-year period: Bentley Glass, Chairman (ex officio), Warren Taylor (ex officio), Glenn R. Morrow, William P. Fidler, Ralph F. Sargent, Willard L. Thorp, and Helen C. White. President Glass has asked Robert K. Carr and Ralph F. Fuchs to serve as consultants to the Committee.

Activities of Staff, Officers, and Association Representatives

Mr. Carr was speaker at a meeting of the University of Maryland Chapter on May 12, and he addressed a dinner meeting of the Franklin and Marshall College Chapter on May 23. He and Mr. Fidler attended the ground-breaking ceremonies, held on June 18, for the new headquarters building of the American Association of University Women, to be constructed in Washington. On May 22-23, Mr. Middleton attended the Spring Conference of Foreign Affairs, held in Washington under the auspices of the Department of State. On May 8, Mr. Fidler was guest speaker at a dinner meeting of the Fairleigh Dickinson University Chapter, and on May 23-24 he served as a judge in the college alumni publications competition, sponsored by the American Alumni Council. On May 5, Mr. Davis attended the organizational meeting of the Wilson College Chapter, and on May 10 he addressed a meeting of the Pennsylvania Division of the Association, held in Lancaster.

Professor Frances C. Brown (Duke University), a member of the Council, was guest speaker at a dinner meeting of the High Point College Chapter on April 30. On May 7, Professor Arthur H. Scouten (University of Pennsylvania), a member of Committee E, addressed a dinner meeting of the Dickinson College Chapter. On April 26, Professor Preston Valien (Fisk University), a member of the Council, represented the Association at the inauguration of Dr. Stephen Junius Wright as President of Fisk University, and on May 9, Professor William G. Vandenburg (Fresno State College) represented the Association at the dedication of the new Fresno State College campus.

New Chapters

Chapters of the Association have recently been established at the following institutions: The Agricultural and Technical Institute at Morrisville (New York), Our Lady of Cincinnati College, the University of San Francisco, and Wilson College. The total number of Association chapters is now 548.

Regional Conference Minutes

At the breakfast for Regional Conference representatives, held in conjunction with the Annual Meeting at Denver, representatives were in agreement that individual conferences might benefit by receiving copies of the minutes of other regional meetings. The Washington Office will assist in the distribution of minutes. If chapter secretaries will send 25 copies of their minutes to the Washington Office, these will be forwarded to the secretaries of other regional conferences.

Gift Subscriptions to the Bulletin

A member of the Association has suggested that members may wish to give *Bulletin* subscriptions as Christmas presents. "I am sure," he writes,

"many of us know several persons not in the teaching profession who . . . would benefit themselves and us by doing some reading in our attractive and thought-provoking *Bulletin*." Any members who wish to follow this suggestion may send instructions to the Washington Office, along with a check for \$3.50 for each annual subscription (foreign subscriptions are \$4.00). The Winter issue of the *Bulletin* will be mailed about December 7 in order to avoid the Christmas rush.

1958-1959 Membership Campaign

It is hoped that the success of the 1957-1958 membership campaign will encourage chapters to continue their systematic efforts to solicit new memberships during the coming year. Those chapters, particularly at large institutions, which have not established membership committees with representatives from all departments or divisions are urged to adopt this method of reaching all faculty members eligible for Association membership. The Washington Office will be glad to cooperate by sending letters of invitation at the request of chapter officers and by furnishing materials useful in setting up a comprehensive membership program.

Chapter officers and members are reminded that graduate students are eligible for Junior membership, and that those preparing for careers in college and university teaching can benefit appreciably from Association membership at this time. They are also reminded that, by action of the Council in November, 1957, a former member may be reinstated without payment of back dues, provided that at least one year has elapsed since he was dropped for nonpayment. This means at least three years after the year in which the member last paid his dues, since under present regulations membership is continued for two years after the last year of payment. Regulations to become effective in 1959 will make it impossible for a member to become seriously delinquent; see *AAUP Bulletin*, Summer, 1958, p. 470.

Editor's Notes

Central Office Changes

A few words must suffice in regard to the Central Office changes recorded elsewhere in this issue. To Dr. Carr, who brought to the office of General Secretary unusual ability, energy, imagination, and conscientiousness, besides an engaging personality, we wish a satisfying return to an academic career in which he has already made a distinguished mark and is surely destined for greater distinction. We welcome Dr. Joughin; may he have a happy experience here, and as useful a career under the special conditions that control the work of this Association as he had under the special, and quite different, conditions of the American Civil Liberties Union.

Our warmest wishes are for Dr. Fidler, who brings to the General Secretaryship many assets, including intelligence, drive, experience as teacher and scholar, independence of judgment plus willingness to seek advice, experience with the Association's work at the national and campus levels, and two years of strenuous training in the Central Office. His comparative youth presents the Association with something desperately needed—the prospect of a long period of development under a single General Secretary of high ability.

We note that Dr. Carr, in his account elsewhere of this appointment, joins himself with Dr. Fuchs in claiming credit for Dr. Fidler. We want the record also to show that Ralph Himstead offered him a position in the Central Office in 1954 (declined at that time); and that *we* (Dr. Fidler's faculty colleague for twelve years) proposed and introduced him to Dr. Himstead, and later brought him to the attention of Dr. Fuchs. We are happy to accept the responsibility this places on us for the Association's future well-being.

Authority to Investigate

Administrative officers and others sometimes ask us: "By what authority do you presume to investigate dismissals?" Less courteously phrased, the question is, "Do you think we are going to let outsiders come in and tell us how to run our college?" Heretofore, the question has usually (though not always) come from uninformed, "bush league" administrators; but we may hear it more often, and from more sophisticated sources, if the progress of events (or unwise actions by the Association itself) brings sharper sectional resentment against "outside interference."

We should refuse to answer the question in the terms above, and should insist on a proper rephrasing. The key word in our patent is not *authority*, but *obligation*. When we receive an apparently responsible report that an administration is violating the accepted principles of academic freedom and tenure, we are obligated to find out the facts and inform our members. This is the ultimate, irreducible basis of our "authority." Actually, the basis is much wider. When the joint committee of our Association and the Association of American Colleges completed its draft of the 1940 Statement of Principles, there was discussion of who would accept responsibility for enforce-

ment. The representatives of the other organization were insistent that they would not, and that we should. We began at once to do so, and every organization that has subsequently endorsed the 1940 Statement has in effect accepted our investigatory role; nor has this role been challenged by any significant segment of the academic profession. We have validated our commission by responsible action; our "authority" is strengthened every time we publish a good report, weakened every time we publish a poor one.

We shall be wise if we continue to emphasize obligation, not authority. To a recalcitrant administrator (there are not many) we should simply say: "We shall conduct a better investigation if you cooperate; but if you do not, we shall, nevertheless, get the facts as fully and accurately as we can. Such is our responsibility to our members and to the academic profession."

Two Straws in the Wind

1. A correspondent has urged us to reproduce in the *Bulletin* a *New Yorker* (July 26) cartoon, picturing a magazine salesman on a doorstep. We cannot reproduce the picture, but perhaps the *New Yorker* won't mind if we quote the text: "Oh, no, I'm not working my way through college. As a matter of fact, I'm an associate professor with a wife and four children."

2. Before taking our advice to delete, a desperate professor had included in his "Teachers Available" notice the following:

Prospect at present: a coolie existence amid piles of freshman diapers, with one summer off every three years; solvency as long as wife keeps on working; early coronary.

Permissions to Reproduce

"The Literature of Political Disillusionment," by Sidney Hook (Autumn, 1949), to be included in a "symposium on intellectuals."

Short passages from "Sincerel Yours," by George P. Clark and J. Hal Connor (Winter, 1955), to be quoted in a textbook of elementary psychology.

"Scholarly Style, or the Lack Thereof," by Sheridan Baker (Autumn, 1956), to be published in an anthology on aspects of language, for use in college classes.

"What do you mean 'Religious Emphasis Week'?" by Leland Miles (Winter, 1956), to be reprinted by a national organization of churches.

"The Meanings of Academic Freedom," by Max Mark (Autumn, 1957), and "Higher Education in the Nations of the World," by Wood Gray (Winter, 1957); both to be published in a college textbook on "social change."

"The American Intellectual," by Morton Cronin (Summer, 1958), to be published in three college English textbooks.

"Science and Humanities in Education," by Eugene Rabinowitch (Summer, 1958), to be reprinted in a condensed version in *The Humanist*.

Himstead Portrait

Enough money is now in hand or in sight for the portrait of Ralph E. Himstead, to be painted and hung in the Association's Central Office (*AAUP Bulletin*, Autumn, 1957, pp. 430, 559; Winter, 1957, p. 685; Summer, 1958, p. 526). The Portrait Committee expects to proceed at once with the selection of an artist, and hopes for completion of the portrait before

the next Annual Meeting. The Editor, who is also secretary of the Committee, here extends his personal thanks to all who have contributed to the portrait fund, and to his fellow committee members for their efforts at solicitation. Surely, this portrait is a modest token of the Association's debt to a great man, the major force in its progress so far.

Character Builders

Several of the nation's more successful amateur football teachers, testifying recently before a committee of Congress, severely condemned professional football for being professionalized. Whereupon Mr. George Preston Marshall, the articulate owner of the (professional) Washington Redskins, favored a *Washington Post* correspondent with assorted facts and opinions: one of the amateur coaches, he declared, "knows all about professionals—he's one himself"; another "broke his contract at the University of . . . to take his present job at the University of . . . , and previously jumped his contract at . . . to go to . . ."; a third character builder is completely deficient in character himself; et cetera. In thus quoting the *Post* and Mr. Marshall, we have omitted identifications because, unlike them, we have no money to fight libel suits—assuming that it is possible to libel big-time football.

Professors into Librarians?

Readers of this department may recall Dr. Kuhlman's suggestion, in the Summer issue, that some of our surplus professors might, after brief training, fill some of the vacancies now existing in college libraries. Dr. Harold D. Jones, Assistant to the Librarian, Brooklyn College, writes to protest that librarians are in short supply simply because the low salaries do not justify the standard prerequisite—"a full year's study at a graduate school of library science." Many librarians, he points out, have faculty status, but few have faculty salaries or faculty opportunities. Even in the teaching or public service positions, he concludes, "too much of the routine clerical work of shelving, sorting, filing, typing, telephone answering, and general errand running is done by librarians. There are never enough well-trained clerks. Librarians are said to work 'in the intellectual heart of the college,' but they still constitute a 'fringe group.'"

Decoagulation

Some time ago, we published a poem which we thought had some pith in it, though in form it resembled prose chopped up in the dark. Came then a reply from Professor Garo S. Azarian, of Ohio Wesleyan, under the title, "Words of Sympathy to the Compositor":

Whenever you are ordered to compose a common, formless, artless piece of prose, arranged in lines so as to look like verse, you are, most probably, inclined to curse your shop, which, like a counterfeiter's mint, sets any mixture, good or bad, in print, your silent trade, which puts your mind to task with irking questions you can never ask, the editor, who seems to make no use of powers he possesses to refuse all wares with false trademarks, or prose as verse, or neither verse nor prose but something worse.

Whether because of the involved sentence structure, or some slight defects in punctuation, or native density, the Editor found himself unable to interpret fully, and, using the helpless compositor as a front, replied ill-naturedly:

In setting type, my hand no favor knows:
Prose may be verse, or verse be merely prose.
One thing alone provokes a human "Damn!"—
A prose-like clot, resisting diagram.

Professor Azarian showed no resentment, but patiently rewrote his little piece, setting it this time in perfectly regular—and, of course, perfectly clear—iambic pentameter couplets. The reader is at liberty to do likewise; and there the matter rests. [Hint: It will help to place a dash after *print*, and to delete the comma after *ask*.]

Doctoral Dissertations and Copyright

We have received a small eight-page booklet with the above title, prepared for the University of Texas Graduate School by William S. Miller, Associate Professor of Government. This useful study, which takes account of new complexities associated with microfilm reproduction, may be obtained from the Graduate School, O. L. B. 104, University of Texas, Austin, Texas.

Teaching Loads

We have a letter from a scientist in one of the top Eastern universities pleading that the Association give some attention to the subject of teaching loads, these being of parallel importance with salaries. He feels that research grows ever more time-consuming; more publications must be read; interdisciplinary gaps must be explored; scientists now seek "explanations for explanations"; work that once won a Ph.D. would not get an M.A. today; and none of this is recognized in teaching loads.

We recognize teaching loads as one of the knottiest subjects with which the accrediting agencies have to deal, and one with which this Association may not be ready to come to grips. It certainly is a subject of rightful concern to us, and it might be profitable to scratch the surface with a carefully considered article or two in the *Bulletin*.

Response to Bulletin Announcements

The Spring, 1958 *Bulletin* contained 189 announcements of teacher-availability, and 20 of positions available. The 189 teachers received 371 replies—almost two apiece, and 189 persons applied for the 20 positions—more than three for one.

Charter Member

We regret to report the death of another charter member of the Association, Professor Alexander Newton Winchell, prominent mineralogist and petrologist, who died on June 7, in New Haven, at the age of 84. His career was principally at the University of Wisconsin, from 1907 until his retirement in 1944. He held other responsible positions after retirement, and was active in scientific circles until his death. He was a fellow of the Mineralogical Society of America, was president of that society in 1932, and received its highest award, the Roebling Medal, in 1955.

Salary Recommendations

Professors Lippincott and McLaughlin submitted, along with their article which is published in this issue, a "Memorandum on Remuneration of

Academic Staff," advocating a system of periodic increases in salary, and maximum and minimum salaries for the several ranks. Since this section had not been formally approved by the Department concerned, and was somewhat off the main subject of the article, it was not published, but will, it is understood, be submitted to the attention of Committee Z.

Commendable Chapter Activity

We wish to recognize the extraordinary activity of the University of Illinois (Urbana) chapter in the areas of retirement, health insurance, meeting increased enrollments, instructional television, and salaries. The retiring chapter president, Professor William H. McPherson, has submitted to the Central Office a series of most able reports by committees chaired by Professors Donald E. Lathrope, Milton Derber, Charles E. Osgood, Norton Bedford, and M. E. Van Valkenburg.

French History in Photographs

The Cultural Service of the French Embassy announces that historical photographic exhibits are available to professors of French history, with no charge but for shipping. Communications should be directed to M. Edouard Morot-Sir, Cultural Counselor, 972 Fifth Avenue, New York 21.

Autobiographical and Valedictory

We have long detested as priggish and exhibitionistic the "last words" attributed to Joseph Addison, "Now you will see how a Christian can die" (we quote from memory); and while we wish to say good-bye, we do not want to suggest any drawing of draperies over the august form of an Elder Statesman. Our farewells will be, we hope, simple, and free from unsolicited advice. "We" signifies "I."

We came into the Central Office because we believed in the Association and admired Ralph Himstead, and because this was a new kind of opportunity, as against the familiarity of college teaching—which, by the way, we enjoyed. We have found this work stimulating and endlessly interesting—and unspeakably tiring and frustrating. We step aside by choice, making room for younger and more resilient minds. We leave the work with a feeling of sincere regret—and happy escape. We view the Association's future with hope—and with apprehension (our stubborn successors refuse to be exactly like us). In eleven years of dealing with situations of conflict, we have lost many illusions about the individuals who compose the academic profession (they are human), but we are still starry-eyed about the social role of the profession itself. We have formed many pleasant acquaintances, and a number of deeply valued friendships; we don't know of any personal enemies. On balance, our gains outweigh our sacrifices, and we leave the service of the Association with gratitude to it for having afforded us an educational experience.

About the Bulletin

Our editorship of the *Bulletin* has been the most consistently enjoyable part of our experience with the Association. We wanted to be an editor when other boys wanted to be firemen; we committed certain editorial atrocities in college; and we welcomed the opportunity to edit the *Bulletin*. We did our

best, through three and three-fourths volumes, to do justice simultaneously to the Association's narrower organizational interests and to its obligation to stimulate its members' thinking on varied professional problems. We have tried for substance, variety, attractiveness in appearance, and winsomeness in manner. We have been dogmatic on a single point: the *Bulletin* is not merely a record of the Association's activities; it is an activity, highly important, and worth all it costs.

To conclude with words of appreciation and credit, the Editor is indebted to all whose names appear on the masthead, and others besides. Beyond adequate acknowledgment is the work of our long-suffering colleague, Dr. Middleton, in evaluating manuscripts, reading proof, and advising on the various problems that arise with every issue. Dr. Fidler assumed the considerable burden of looking after our advertising interests at a troublesome time. Concerning the Editorial Committee, the Editor acknowledges a fault: in not having sought more often the advice of its extraordinarily able members, who responded promptly and helpfully on the few occasions when they were given the opportunity. Tribute is due to one whose name does not appear in print—Mrs. Stockton V. Banks, our Editorial Assistant, who performs with ability and diligence the unglamorous task of seeing that copy in proper condition gets to the printer and through the printing process on time, and that all the odds and ends of production and distribution are looked after. In this connection, we owe more than we ordinarily realize to the excellent staff of Mack Printing Company, who have helped an inexperienced Editor over many a hurdle.

Finally, our sincere thanks to all who have submitted manuscripts for consideration, and who have waited patiently for judgments long delayed; and to a host of friendly and encouraging readers. *Valete.*

"As it was . . . is . . . shall be"

As far as we are able to tell, the following evils often underlie present practices in the making of appointments: (1) methods are apt to be haphazard; (2) they are uneconomical; (3) they do not discriminate between the ordinary man and the man of exceptional talent; (4) they proceed on incomplete knowledge of the appointee; (5) they take into consideration too small a number of applicants; (6) they overlook men of talent who are engaged in inconspicuous institutions; (7) they are based on inadequate or narrow theories of education; (8) they do not systematically promote scholarship; (9) they employ no definite standards of qualifications; (10) they increase the exercise of autocratic power in the hands of a few; (11) they pay too little attention to the personal qualifications of the candidate.

From a preliminary report of Committee B on Methods of Appointment and Promotion (Hardin Craig, University of Iowa, Chairman), submitted to the Fourteenth Annual Meeting; Bulletin, February, 1928, pp. 96-97.

Membership

General Procedures

Membership in the American Association of University Professors is open by nomination and election to teachers and research workers on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate nomination form, have it signed by an already Active member, and send it to the Central Office for the checking of eligibility. The nomination is then communicated to the officers of all chapters of the Association, and barring a protest sustained by the Committee on Membership, election to membership takes place six weeks thereafter.

The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose names are communicated to chapter officers on or before June 30 becomes effective as of January 1 of the current year. The membership of nominees whose names are communicated to chapter officers after June 30 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.¹

Membership by Nomination and Election

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). Annual dues are \$7.50. (But see p. 657.)

Junior. One is eligible for Junior membership if he is, or within the past five years has been, doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Membership by Transfer

Associate. An Active or Junior member whose academic work becomes primarily administrative must be transferred to Associate membership, a relatively inactive status. Annual dues are \$3.00. (Beginning in 1959, \$4.00.)

¹The Council voted, at its spring, 1958 meeting, "to discontinue publishing in the *AAUP Bulletin* the names of nominees for membership." (See, in this issue, p. 658.) Pending the formation of "a constitutional amendment establishing a system of membership by application to supersede the present system of membership by nomination" (*ibid.*), it was decided to meet the constitutional requirement of publication by transmitting a list of nominees to chapter officers.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership. Annual dues are \$1.00.

Continuing Membership

Once elected, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

One who chooses to have his membership temporarily suspended or permanently terminated may do so by sending written notice of his wish to the Central Office. In the absence of such notice, he is carried in the membership files for one calendar year, during which he receives the *Bulletin* and incurs an obligation to pay dues. (For procedures effective in 1959, see p. 657.)

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the processes of nomination and election again, but should write to the Central Office asking to be reinstated. For present Association policy concerning reinstatement, see *Bulletin* 44: IA, 309.

Current Nominations

From May 13 to August 31, 1958, 597 nominations were received for active membership and 29 nominations for Junior membership.

During a Mid-Year Examination in Freshman English

Bewildered by the obvious, the gross, the inane,
Timid, unaware, vulnerable, ruthless, and charming,
My freshmen focus, consciously as they can,
On elementary rhetoric, hoping by righteousness
To seduce and impress me, and be ushered deliciously
Into the magic maturity and heaven of the second semester.

And I, that deplore those only who do not care,
Liking alike to be liked and be disliked,
Culpable in power, trying to atone, smile on down
And realize that under my fatuous, false *ferula*
They have learned nothing but how to hoodwink their elders
—This elder, anyway.

Ross Garner

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers, the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to one announcement of his availability, each volume-year, at the rate of 50 cents a line, subsequent insertions being charged for at the rate of \$1.00 a line. Nonmembers may also insert announcements at the rate of \$1.00 a line for each insertion. There is a charge of \$1.00 for each cross-reference. There is no charge to institutions of higher learning for the announcement of academic vacancies. Copy should be received seven weeks before publication date.

Letters in response to announcements published under key numbers should be sent to the Association's Central Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

Business Law and Accounting: School of Business Administration in the nation's capital has opening for instructor or assistant professor, LL.B. and Accounting B.S. required minimum. For 1959-60 academic year. V 1430

Mathematics: Ph.D. interested in teaching and research. Vacancy at instructor or assistant professor level beginning in 1959-60. Write to Professor Kenneth May, Carleton College, Northfield, Minnesota.

Russian and German: Midwestern state university has an opening for the fall of 1959 for an instructor or assistant professor, under 40, with a Ph.D. in the field, to build up Russian courses. First two years with 16 hours credit now given. Speech laboratories. Salary and rank depend upon qualifications. V 1431

Science and Engineering: Opportunities at Robert College in Istanbul, Turkey, for qualified men in engineering, mathematics, physics, and chemistry interested in combining teaching and consulting with the opportunity to live and travel in a vital part of the world. Development program is in effect to strengthen staff, modernize undergraduate curricula, inaugurate graduate program, construct new science and engineering building, prepare engineers for the industrial and technological development of Turkey and the Middle East. A challenging work with far-reaching possibilities.

Address inquiries to Dr. Duncan S. Ballantine, President, or Dean Howard P. Hall, of the College of Engineering at Robert College, Bebek P.K. 8, Istanbul, Turkey, with copy to the Near East College Association, 40 Worth Street, New York 13, New York.

Teachers Available

Accounting, Business Administration, Practical Economics: Man, 54, excellent health, years of heavy business, college teaching, and administrative experience. A.B., M.A., and accounting certificate. Seek college (not church related) with financial stability, clean plant, high standards of hard work, discipline, Adam Smith philosophy, and aggressive spirit. Minimum salary \$6500. A 7008

Administration: President of a professional school of music wishes to return to college-university field. Twelve years previous administrative experience as head of department or school in college or university. Present position four years. Degrees: Ph.B., M.A., Ed.D. Available June, 1959 or before. A 7009

704 *American Association of University Professors*

Administration: See Economics, Key No. A 7014.

Administration: See English, Comparative Literature, Administration, Key No. A7015.

Biologist: Man, 36, family. Ph.D. Broad training and varied subject experience. University and liberal arts college teaching and research. College departmental head. Desire teaching position, preferably with research opportunity. At present associate professor, seeking permanent ranking position. Available June, 1959.

A 7010

Biology, Zoology: Man, 58, married. M.S. and Ph.D., Iowa. Broad teaching experience in college and university in general zoology, comparative anatomy, histology, and embryology. Publications. *Who's Who in America*. A 7011

Business Administration: See Economics, Finance, Industrial Relations, Accounting, Key No. A 7035—Late Addenda.

College Chaplain or Director of Religious Activities: Man, 41, married, 2 children. B.S., B.D., M.A., D.D., S.T.D. degrees. Nine years successful experience in religion in higher education. Member N.A.B.I., N.A.C.U.C., A.A.U.P., Institute of Religion. Listed in reputable dictionary. A 7012

Culture: See Universal Science, Key No. A 7031.

Economics: Man, Stanford Ph.D., 25 years college teaching many subjects, with emphasis on micro-theory and international economics. Experience also in government service, foundation research, and business. Many articles in professional journals, two books, another in process, but chief interest is in teaching. Good position now, but desire change. Available 1959. A 7013

Economics: Man, 46, married. Ph.D. Specialties: economic theory, history of economic thought, business cycles and development, money and banking, international economics. Thirteen years teaching experience. Other experience includes federal government, United Nations agency in Europe, private international agency, and university administration. Postgraduate study at the London School of Economics. Available September, 1959. A 7014

English, Comparative Literature, Administration: Man, Ph.D., publications; extensive experience in undergraduate and graduate teaching, teacher training, program planning, and public relations; particularly interested in small or medium-sized institution. Available September, 1959. A 7015

Geography and Geology: Ph.D. Wish assoc. prof. or prof. position, preferably univ. Married. 14 years experience. Former dept. chm.; U. S. or abroad. A 7016

German: All levels, scientific German. Experience: European universities, American colleges. Available. A 7017

History: Man, 33, married. B.A., M.A., with Ph.D. to be received in June, 1959. Medieval and modern European history, but also extensively trained in international politics. Article recently published and another under way. European travel and research. Three years teaching experience at a college for women. Excellent references. Available September, 1958 or January–February, 1959. A 7018

History: Man, 44, married. LL.B., Harvard; Ph.D., University of California. Phi Beta Kappa. Eleven years university teaching. Experience teaching speech and history. Fields: modern European history and English history. Want assignment in European history or humanities. Publications: book accepted, second book nearing completion, 4 articles and 2 syllabi published. Available fall, 1958, or spring, 1959. A 7019

History: Man, 39, single. A.B., A.M., Ph.D. and post-doctoral study. Major field: modern European history since 1789. Minors: early modern Europe and medieval history. Approximately 7 years teaching experience; presently assistant professor at noted private university near Chicago. Publications. Available on semester's notice or less. Interested in a promising position to teach, do research, and continue writing. A 7020

History of Ideas, Church History: Man, 46, married, one child. B.S., Haverford, B.D., Yale, Ph.D., Phi Beta Kappa, Hon. Dr. Theol., Marburg. Six books published. Eight years teaching experience. Seek position in eastern institution where interest in European and American intellectual history can be developed further. Available now. A 7021

- History and International Relations: Man, 41, married, 3 children. Ph.D., University of Chicago; publications, excellent qualifications. At present associate professor at state-supported college. A 7022
- Journalism (Photographer): Photographer, instructor photojournalism, yearbook adviser, working on Ph.D., psychology—visual communications. Real professional experience; still in thirties; ask for résumé. Textbook in manuscript. Write: 549 N. 85th, Seattle 3, Washington.
- Linguistics, English as a Foreign Language, German, Elementary Latin, Italian, Spanish: Woman, 38, Ph.D. California. A.B., M.A., Michigan. Seven years teaching experience in Far Western state universities. Specialties: Teaching and counseling foreign students; aural-oral teaching methods. Excellent references. Returning winter, 1958-59 from 1½ years in Europe; available winter or spring, 1959. A 7023
- Mathematics: Man, 48. M.A. Varied teaching experience. Civil Service Rating College Professor, GS-11. Excellent credentials. A 7024
- Mathematics: Man, 40, married, 3 children. Ph.D. 18 years of graduate and undergraduate teaching at a large university. Experience in directing advanced degrees, also some administrative duties. Publications. Interested in teaching and/or administrative work with a good liberal arts college or small university. Excellent references. A 7025
- Music: Man, 40, married, 1 child. Ph.D., musicology. 4 years teaching experience, 2 years at college level. Have taught fundamentals of music, history of music, music appreciation, harmony, public school music; conducted choral groups and band. Member A.M.S., I.M.S., M.E.N.C. A 7026
- Music: Voice, opera, and choral. Man; wish to return to college-university field as head of music department or school, or as head of voice-choral department. Presently president of professional school of music. Twelve years experience as head of school of music and of college-university voice, opera and choral departments; conducting symphonies with chorus, touring choirs, adjudicating, teacher training, conducting, etc.; tenor soloist, concert (two Town Hall concerts), opera, oratorio, church (N. Y. City, Chicago, Cleveland). Degrees: Ph.B., M.A., Ed.D. Available June, 1959 or before. A 7027
- Philosophy: Man, 29. A.B., B.A. in philosophy, M.A. in history, completing dissertation for Ph.D. in philosophy. Fields: history of modern philosophy, philosophy of history, political theory, ethics, 18th-, 19th-century intellectual history, etc. Dissertation: secularization of Christianity in the philosophy of history—Hegel, Marx, positivism. A 7028
- Political Science: Man, married, 3 children. B.A., M.A., LL.B., Ph.D. in international relations. 7 years teaching experience, plus business and legal. Fields: international politics, international organization, international law, American and comparative government, civil liberties. Veteran, Widely travelled. Available September, 1958. A 7029
- Psychologist: Ph.D., Germany. Seasoned teacher. Available for regular courses of social psychology on graduate level. A 7030
- Universal Science: Man, 32, married, 1 child. Ph.D., Princeton. Creative and original theorist. Very extensive background in social, biological, and physical sciences. Principal interest in cultural and social sciences. Many years preparation toward developing a viable culture and social science for the nuclear age which would promote world understanding. Have helped develop fundamental theory from basic physics which aims first at linking the sciences, and then linking a unified science with the arts and humanities. Also interested in practical applications of theory. Would like position in large, dynamic university for scholarly research and creative teaching. Would like to develop a program to train future universal scientists or would continue such a program already started. Just publishing new book which has drawn world wide interest and which can be used as textbook in field. Desire position with permanent possibilities. Currently assistant professor of psychology; 2 years teaching experience: social, abnormal, physiological, theoretical psychology. Planned transition from social scientist to universal scientist. Invite correspondence regarding post as universal scholar. Available June or September, 1959. A 7031

Late Addenda

Administration: University professor of long experience as department chairman desires greater opportunity as university or college president or academic dean.

A 7032

Administration and History: Man, 38, Ph.D. Seek deanship or assistant deanship with opportunity to teach one or two courses in history. Prefer small liberal arts college in small town location. Have had ten years of college and university teaching experience, with five years as department head. Have also had executive-level experience in industry.

A 7033

Chemistry: Man, 35, married, two children. M.Sc. in inorganic chemistry. Desire an academic position for September, 1959. Six years college teaching experience. Prepared to teach general, inorganic, analytical or organic chemistry.

A 7034

Drama-Theatre: Man, 37, single. B.S.Ed., Kansas STC (Emporia); M.F.A., Yale. 10 years teaching-producing; tenure in present position; teacher-director all phases of theatre-drama except design and costumes, also Shakespeare studies (undergraduate only); references, Hall Graduate Studies, Yale. Write directly, David A. French, 261 New Scotland, Albany, N. Y.

Economics, Finance, Industrial Relations, Accounting: Man, 29, married. B.S., banking and finance. Will receive M.A., economics, in January, 1959. Experience in business and research. Seek teaching position. Willing to do some administrative work in addition to teaching. Available spring, 1959. Will relocate.

A 7035

Librarianship: Man, 30, married. Candidate for Ph.D. in librarianship. Experience in library administration, reference, and teaching library science. Seeking responsible academic library position. Available Jan. 1, 1959.

A 7036

Music: Man, 37, married, 2 children. B.A., M.A., Ed.D., Juilliard, Columbia. Composer, conductor, pianist. 3 years graduate and undergraduate college teaching, 2 years public school teaching. Theory, composition, choral and orchestral conducting, piano, psychology of music, music education, sociology, history, philosophy. Tapes and programs available. Publications; compositions. Available fall, 1958 for full or part-time teaching in New York or vicinity.

A 7037



ANNUAL REPORT

1900

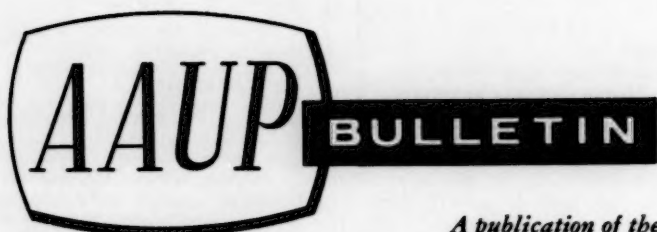
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Autumn Issue

VOLUME 44 NUMBER 3 SEPTEMBER 1958

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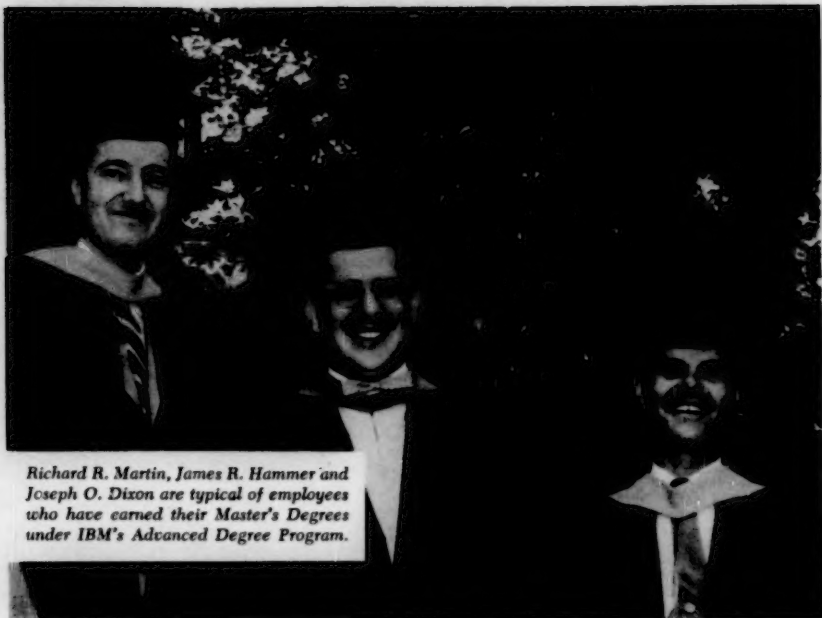
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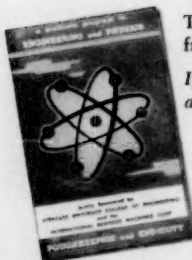
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